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ABSTRACT

An overview of parental choice options and issues in Maine is presented in this paper. Methodology involved: (1) interviews with 10 state Department of Education officials; (2) analysis of State Department of Education data; (3) interviews with other educators and one state legislator; (4) analysis of newspaper and journal articles; and (5) a survey of 151 state superintendents, which elicited 73 returns, a 48 percent response rate. The introduction discusses policy issues, a definition of parental choice, and parental choice options in other states. Part 2 examines public school options, such as choice through selection of residence, vocational education, interdistrict transfers, and elementary and secondary within-district enrollment options. The State Legislative Document 848 is also critiqued. The third part presents options that include both public and private institutions and part 4 examines privately funded options. Conclusions are presented in the final section. Appendices contain the superintendents' survey, vocational program enrollment by gender, Legislative Document 848, a map accompanied with 22 tables of town tuitioning clusters, private school enrollment, approved and unapproved private schools, and home school applications by year and county. (50 references) (LMI)

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Parental Choice Options in Maine

John Maddaus and Denise Mirochnik

April, 1991

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His Ph.D. dissertation, completed in 1987 and entitled "Families, Neighborhoods and Schools: Parental Perspectives and Actions Regarding Choice in Elementary School Enrollment", was an in-depth interview study of the enrollment decisions of 39 families in Syracuse, NY. He is also the author of a literature review, "Parental Choice of School: What Parents Think and Do", which appeared in the 1990 volume of Review of Research in Education.

His other interests include comparative education, parent-teacher relationships, parent involvement and educational policy-making. He has worked as a Peace Corps Volunteer in a children's home in India, an elementary school teacher in Albany, NY, a program supervisor for a research study of family life in Syracuse, NY, and a staff member for the New York State Senate Education Committee.

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Any errors or omissions are the sole responsibility of the authors.

I. INTRODUCTION

A. POLICY ISSUES

The concept of parental choice of school has been at the center of much controversy in recent years. Advocates believe parental choice of school would create competition among schools for students and thus force schools to find ways to improve their programs. Such competition would therefore offer a potential solution to the problem of low student achievement in America's schools, relative to other countries and to the needs of employers competing in a global economy. Children of low income families would benefit most because their schools are currently the worst and their parents at present have the fewest options. Advocates also argue that school choice would empower parents, enabling them to become more involved in their children's education. They say that there is no need for the uniformity that now exists among public schools because there is no one best form of schooling for all children and all educators. Finally, they argue that schools of choice would be freed of the educational bureaucracy that now stiffles creativity in schools, and would be free to concentrate their resources where they will benefit students most (Friedman, 1962, 1980; Paulu, 1989).

Critics, on the other hand, believe that parental choice of school would not result in school improvement because the "consumers" will not be able to distinguish between schools on the basis of quality and the "providers" will do whatever will keep enrollment up (i.e. resort to marketing, packaging and advertising). Professional educators, they say, are more qualified than parents to make decisions about how to bring about desired improvements in education. Critics believe that parental choice would only exacerbate the problem of educational inequities based on family background. They believe that better educated parents would be better able to use choice opportunities to benefit their own children, and that these parents' choices would siphon off the best students and educators from community schools, leaving the students and educators that remain without effective role models. In addition, schools would have incentives to increase informal screening and sorting to bolster their achievement profiles. Parental involvement could actually decrease as students attend schools outside their communities and further away from their homes. Parental choice, they say, would drain resources from the schools that need it most, and would make it more difficult for educators to plan programs (Bastian, 1990; Evans, 1990).

While Presidents Reagan and Bush and Education Secretaries Bennett and Cavazos have been active advocates of parental choice, their efforts to institute federal

parental choice programs have been blocked by previous Congresses. However, President Bush has once again submitted several proposals to promote parental choice as part of his fiscal year 1992 budget. Among these initiatives are: (1) a $200 million fund of incentives grants to local districts to establish parental choice policies that permit choices among public and private schools; (2) a $30 million program to highlight model choice programs and help states make choice plans work; (3) replacing the existing magnet schools program for districts undergoing desegregation with a similar program open to all districts; and (4) allowing states to use some Chapter 2 moneys for choice programs. Up to now, state governments and local districts have been responsible for the adoption and implementation of programs clearly identified as parental choice programs. Bush's proposals are apparently intended to encourage further development of choice programs at the state and local levels (Pitsch, 1991; Olson, 1991).

State and local decision-makers considering any of the many proposals to expand parental choice within their jurisdictions should consider the following questions:

1. What parental choice options already exist?
2. How well are the existing options working?
3. What educational goals (excellence, empowerment, equity) might be effected by expanding parental choice?
4. What do we know about how parents already behave with the existing range of choices, and what can we predict they might do if that range of choices is expanded?
5. What school program changes would actually be required to achieve the proposed goals?
6. What are the implications of such changes for administrators, teachers and others in the schools?
7. Are the expected benefits of expanding parental choice worth the costs that can be anticipated?

This occasional paper seeks to address the first of these questions, focusing primarily on the State of Maine.

B. DATA SOURCES

Information relating to these questions was gathered from the following sources: (1) interviews with ten Maine Department of Education officials responsible for various program areas; (2) data collected by the Maine Department of Education from local school systems; (3) a survey of local school district superintendents; (4) several interviews with other educators and with State Representative Albert Stevens (R-Sabattus); and (5) newspaper and journal articles.

The superintendents survey (see Appendix A) was mailed to 151 superintendents in November, 1990. Of these, 73 (48%) were returned. Thirty-five (35) of the respondents served school administrative districts (SADs), eighteen (18) served school unions, fifteen (15) served cities and towns with individual supervision, and four (4) served community school districts (CSDs). These school units varied in the numbers of students enrolled (K-12) as follows: under 500 students - 15 units; 500-1000 students - 17 units; 1000-2000 students - 26 units; and over 2000 students - 14 units. Eighteen (18) units had between five and nine schools serving students in grades K-8, thirty-seven (37) units had two to four such schools, sixteen (16) units had only one school for grades K-8, and two units (CSDs) had no K-8 schools. Finally, four (4) units reported two or three schools serving students in grades 9-12, fifty-six (56) units reported one such school, and thirteen (13) units had no school for students in grades 9-12.

The sources we relied on have significant limitations, especially where non-public options are concerned. Thus, the conclusion of this paper will address, among other issues, the question of what additional data collection might be desirable.

C. DEFINITION OF PARENTAL CHOICE

Free market economist Milton Friedman originated the concept of parental choice of school as well as the mechanism of the education voucher in his 1962 book, Capitalism and Freedom. During the 1960's and 70's, some parents expressed their educational preferences by helping to create "alternative" or "free" schools. But the debate over parental choice as educational policy was focused initially on several variations on the idea of a voucher that could be spent at either public or private schools (Center for the Study of Public Policy, 1970; Coons and Sugarman, 1978). The mechanism of a tuition tax credit, originally thought of as a tax fairness issue by advocates, also came to be seen as a parental choice measure, thus strengthening the association of the parental choice concept with private school enrollment. (see Maddaus, 1990)

But a funny thing happened on the way to vouchers. The first "voucher demonstration project" (1972-77), sponsored initially by the Office of Economic Opportunity under the Nixon Administration, was limited to the public schools of the Alum Rock Unified School District of San Jose, California (Weiler, 1974). The Nixon Administration also attempted to introduce an unregulated, free market voucher plan in several school districts in New Hampshire, but this effort failed when residents of the six towns involved voted

against it (Donaldson, 1977). Public school programs permitting parental choice received a major boost when magnet schools were incorporated into court-ordered desegregation plans beginning in 1972, and received federal funding beginning in 1976. In 1986, the National Governors' Association, under the leadership of Governor Lamar Alexander of Tennessee (now U.S. Secretary of Education), endorsed the concept of parental choice among public schools in its report entitled Time for Results. President Bush appeared to adopt this same position soon after his inauguration in 1989. Choice among public schools may be accomplished through mechanisms such as inter-district and intra-district transfers (also known as "open enrollment").

But even the addition of magnet schools and open enrollment to the "working definition" of parental choice of school is insufficient. Many parents can and do make choices of schools (and programs within schools) totally independent of any official program clearly designated as a parental choice program. Rather, they take advantage of options that in some cases have existed for many years as ways of dealing a variety of problems faced by parents and educators. Examples of such options include purchase or rental of a home within a preferred public school district or attendance area, private school enrollment, home schooling, vocational education programs, dropout programs, ungraded classrooms within schools, enrollment in gifted and talented programs and special education programs, choice of teacher, "superintendents agreements", voluntary transfer for racial balance, and "town tuitioned" students (in Maine and Vermont). Even this list is probably not complete. In short, any situation which permits parents (and their children) to make (or participate actively in) decisions regarding the settings (school, program, teacher) in which the children will be educated could be referred to as a parental choice option.

D. PARENTAL CHOICE OPTIONS IN OTHER STATES

The three northern New England states of Maine, New Hampshire and Vermont share the distinction of having the longest standing programs offering parents choices among schools, in the form of town tuitioning. Although not enacted as a parental choice program in the contemporary sense, town tuitioning does offer students and their parents real options in at least some communities. Some parents have been eager to take advantage of this fact. Vermont's experience of town tuitioning is discussed later in this paper (section IIIB).

The governors and legislatures of several states, mostly in the mid-west and west, have been on the forefront

of enacting controversial new parental choice of school programs during the past several years. Minnesota has the most extensive state-mandated parental choice programs, including a post-secondary enrollment options act (1985), a high school graduation incentive program (1987) and an open enrollment option law (1988), as well as a state income tax deduction for educational expenses (1955, upheld by the U.S. Supreme Court, 1983). Iowa, Arkansas and Nebraska adopted inter-district open enrollment options laws in 1989, while Utah and Idaho followed suit in 1990 and Colorado authorized a pilot test of such a program. In March, 1991, Massachusetts became the first New England state to adopt a state-wide inter-district open enrollment plan. Colorado and Washington adopted laws in 1990 requiring districts to adopt policies permitting intra-district transfers. Eight states in addition to Minnesota (Arizona, California, Colorado, Florida, Iowa, Maine, Utah and Washington) have some form of post-secondary options law on their books.

While the number of state programs promoting choice has increased in recent years, choice programs have also come under attack in a number of states. Colorado adopted a "second chance" program for high school dropouts aged 16-21 in 1985, but repealed it in 1987. Wisconsin's state voucher program, permitting low income Milwaukee children to attend private, non-sectarian schools, was enacted in March of 1990, begun that September with 391 students participating, but struck down by a state appellate court in November. Its fate is uncertain, pending further legislative action. Also in November 1990, Oregon voters defeated a referendum on the state ballot which would have established an income tax credit of up to $2,500 for private, religious or home education, while mandating public school open enrollment.

Parental choice of school programs have also been adopted by local school districts in several states. In most cases, these programs were designed, at least in part, to achieve racial balance within urban school systems. Magnet schools have become the preferred method for achieving school desegregation. Cambridge (MA), Community School District 4 in New York City, and Richmond (CA) are among the most publicized local districts adopting some form of public school choice. Epsom (NH) has developed a local variation on the concept of state or federal income tax deductions or credits for private school tuition: a property tax abatement for property owners who sponsor a high school student's private education. Over 80% of public school revenues in New Hampshire come from local property taxes.

Because most programs adopted for the specific purpose of promoting parental choice are relatively recent, the research evidence on their effects is still quite limited. Most existing research focuses on what criteria parents use

in selecting schools and what decision-making processes they use. Researchers have not yet determined what specific types of parental choice program arrangements will maximize positive effects while minimizing negative outcomes (Maddaus, 1990).

These highly publicized state and local parental choice initiatives are but the "tip of the iceberg" in relation to the full spectrum of choices in school or program enrollment (outlined above in section IC) actually available to parents and their children. Maine offers a good example of the wide array of options available to at least some parents. The remainder of this paper will systematically examine each of these various opportunities for parental choice in Maine.

II. PUBLIC SCHOOL OPTIONS

A. SCHOOL CHOICE THROUGH CHOICE OF RESIDENCE

To the best of our knowledge, there are no documents which record how many parents in Maine purchase or rent homes in one community rather than another because of the schools. Yet instances of such choices certainly exist. For example, when an out-of-state business opens a new facility in Maine, corporate managers and their wives sometimes ask staff members in the Maine Department of Education to identify the best schools in the region where that facility will be located. Don Marchildon, Director of Secondary Vocational Education, told us, "Companies will send their executives, and their wives, give them time, rent a car for them, to go visit the schools. Companies want their people to be happy. They want them to concentrate on the job they are doing and not have a lot of family problems." Similarly, parents with gifted children or children with special needs often seek out districts or schools which have developed outstanding programs in these areas. With the public availability of Maine Educational Assessment (MEA) scores and school report cards, it seems likely that above average scores will become widely used as a measure of school quality by education conscious parents in the process of purchasing homes.

A statement frequently attributed to real estate agents is that the three most important factors in selling a house are location, location and location. One of these three is surely location of school. In a randomly selected issue of the Maine Sunday Telegram (March 10, 1991), eleven classified listings of houses for sale made explicit references to the quality and/or the proximity of schools. For example, one advertisement aimed at families read:

CUMBERLAND

CAN YOU BELIEVE IT? Centrally located, close to award winning schools and services. 3 or 4 bedrooms, 1 1/2 baths, eat-in kitchen, on a large corner lot. $105,000. [Agent, phone]

Many other classified ads for houses in this same issue made references to "great", "family", "child-safe", "quiet", "desirable", and/or "residential" neighborhoods. My research on parental choice of school revealed that many parents make a tacit assumption that good neighborhoods will have good schools (Maddaus, 1987).

Mainers, especially those in rural areas who have not attended college and have relatively low incomes, are probably less likely to consider schools in housing choice than are residents of other states. One nationwide telephone survey (Williams et al., 1983) found that 52.7% of the 1,223 households contacted reported having considered public schools in housing choice. When the data was analyzed by region of the country, respondents in the Northeast were least likely to have considered schools when choosing a home (40.3%). The percentage was highest among suburban households (70.9%), but even in rural areas 42.0% of those responding said that schools had been a factor in their choices of housing. The lower positive response rate from rural areas may be because rural families have closer family and friendship ties to their communities, and because the distances between schools are greater. Parents who had attended college and parents with family incomes above $15,000 (in 1983) were more likely than other parents to consider schools in residential choice. But even if Mainers are less likely than residents of other states to consider schools in housing choice, the percentage (nationwide and for all subgroups analyzed) is so high that this is still probably the single most important way that Mainers (like other Americans) go about choosing a school.

B. VOCATIONAL EDUCATION

The most frequently chosen public school option in Maine that can be clearly documented is the choice of a vocational education program in the last two years of high school. In 1989-90, the most recent year for which data was available, 6,913 high school students (most of them juniors or seniors) were enrolled in vocational programs outside their high schools for half of every school day. This number represents 11.22% of the total secondary school enrollment in that year. Included in this figure were programs at

vocational centers (each operated by a single school district) and at regional vocational schools (each operated by a cooperative board with representatives from several school districts) (see State education law, sections 8301-8468). There are 20 vocational centers (12 of which have satellite programs) and eight vocational regions in the state.

Since most vocational schools offer a wide range of programs, students also have program choices once they enroll. Don Marchildon explained, "They ask students to state their first, second and third choices, and they try to give students their first choices, if it is possible. If the student gets in and after two or three weeks realizes 'this is absolutely not what I thought it was', they can go to the administration and they will make every effort to let them change and try another trade area."

Enrollment in vocational schools is only part of the total picture of vocational education, since many students also take one or more vocational courses in the regular, comprehensive high schools. The National Assessment of Vocational Education, a study conducted in 1989 for the U.S. Congress in preparation for the reauthorization of the federal government's vocational education program, found that the average high school graduate nationwide took 4.2 credits in vocational education, that 97% of all high school graduates took at least one vocational education course, and that such coursework was widely distributed across all ability levels and curriculum tracks (Wirt, 1991).

Nationwide, the future of vocational education is uncertain. Enrollments have been declining since they reached a peak in 1984, due to the combination of declining enrollments in secondary education generally, increased state graduation requirements for academic subjects, and increased student and parental preferences for academic programs leading to college attendance. The future of vocational education may depend on refocusing the mission of such education on preparation for technical careers in a rapidly changing global economy, and on an integration of academic and vocational curricula around broader occupational fields and "workplace literacy skills" (problem-solving, decision-making, collaboration, etc.) for all students (Gray, 1991; Rosenstock, 1991).

In Maine, many of the same issues are being raised. The debate has been fueled in part by the poor performance of non-college-bound students on the Maine Educational Assessment (MEA). While critics of vocational schools argue that vocational students are not getting an adequate background in math, science and English, defenders of the schools point to students who are motivated to complete

school, successes in placing students after graduation, and the responsibility of the home schools for half of each student's day. (Forkey, 1987). The total number of students enrolled in vocational centers and regional vocational schools has declined steadily for at least the past eight years, although as a percentage of total secondary enrollment it has remained fairly stable at just over 11% for the past six years. The number of students entering Kindergarten in Maine in 1982 was the lowest in over two decades, but since then Kindergarten enrollment in Maine has been growing steadily. The 1982 Kindergarten cohort is now in eighth grade (Maine Department of Education, 1989). Once this cohort passes through high school, high school enrollment will begin to increase. If indeed a rising tide lifts all boats, vocational school enrollment may increase soon as well.

But enrollment also reflects the number of students (and their parents) who wish to attend vocational programs, and the number of applicants the vocational programs are able and willing to accept. According to Alan Dickey, Assistant Director of Region 4 Vocational School in Bangor, applications for regional vocational schools are dependent on an effective network of communications to schools (especially guidance counselors), quality programs that students will recommend to each other, and the perception among students and their parents that the skills learned in these programs are in fact marketable. Each high school has an allotment of students it can send to each of the various programs in a vocational center, based on the total enrollments of the high schools and the capacity of the various programs. Some high schools fill their allotments, while others do not. When programs are over-enrolled, the school guidance counselors and vocational center staff may work together to decide which students should attend. Thus, it is entirely possible for a student to apply (either on their own or at the urging of their parents) and not be enrolled in the program they desire.

Another issue with respect to vocational school enrollments is the tendency of various specific programs to be strongly identified by gender. Overall, roughly twice as many males (65.89%) as females (34.11%) attend vocational school/center programs. Of the twenty-eight vocational schools in the state, twenty, including virtually all of the larger ones, enroll between 56% and 75% male students. Five schools are 76% or more male, and three are 55% or less male. There is only a very slight difference in enrollment by gender in vocational schools in the Maine Turnpike/I-95 corridor as compared to schools in the more rural sections of Maine (64.4% male vs. 68.4% male). The statewide dropout rate from vocational schools for males (15.95%) is slightly higher than the dropout rate for females (14.15%).

However, when one looks at specific trade programs, statewide, some programs (e.g. fishing, plumbing, electrian, heavy equipment, carpentry, auto repair) enroll mostly males and others (e.g. child care, allied health, marketing, data processing) mostly females. The programs which have nearly equal numbers of male and female students enrolled (no more than 60% of either sex) are horticulture, food products, business management, graphics and commercial art (See Appendix B).

To be sure, such enrollments reflect the genderized traits connected with particular occupations in society at large. Administrators at the one vocational school we visited were very much aware of gender (and handicap) equity issues, and had included references to the applicable federal statutes on the brochure advertising the school.

C. INTER-DISTRICT TRANSFERS

Current state law (section 5205, subsection 6) includes provisions for superintendents' agreements permitting a student(s) to attend school in a district other than their district of residence (defined in section 5202), based on the best interest of the student(s). Such agreements require the approval of the superintendents of both the resident (sending) and non-resident (receiving) districts, in which case the receiving district counts the student as a resident student for purposes of the state school subsidy. No financial support for transportation is provided.

Of the 73 superintendents who responded to our survey, 50 (68.5%) reported one or more students attending schools between districts (i.e. not in the district in which they reside) as a result of superintendents' agreements. In forty-three of these units, ten or fewer students were involved, But the other seven superintendents reported 12, 15, 16, 17, 20, 36 and 49 students. In all, 343 students were reported as attending schools outside their districts as a result of superintendents' agreements. However, due to ambiguity in the wording of the survey question, it was possible for any one student to be reported by both the "sending" and "receiving" units, so that the actual number of students in these units could have been as few as 172.

The survey included a question regarding the reasons why students would be allowed to attend schools outside their residence area (either between or within districts). Four possible reasons, plus an "other" category, were offered. The largest number of superintendents, thirty-five (35), checked "special program needs for student". In some of these cases, these decisions may be based on section 5204, subsection 6, of state law, which permits transfers if

a secondary school does not offer two approved foreign language courses. Among other reasons offered, thirty-two (32) superintendents checked "student living with non-custodial parent" (one superintendent reported 10 such students), twenty-three (23) checked "student's parent employee of the district" (one superintendent noted 20 students in this category), and twenty-two (22) checked "other parental employment and child care needs". In the "other" category, six superintendents cited changes of residence during the school year, six more noted geographic locations which made it more convenient for the student to attend another school, six mentioned social or emotional problems, and five referred to parent and/or student choice. Finally, "teen pregnancy", "student living on own" and "burned out of home" were each mentioned by one superintendent.

Parents may request a superintendents' agreement, but the decision is in the hands of the superintendents, unless enrollment at the resident school is ten (10) or fewer (sections 5203 & 5204, subsections 5). In some places, school committees have adopted policies which forbid (or regulate) superintendents' agreements, even if the superintendent feels that in a particular case it would be in the child's best interest to go to school in the non-resident district. In these and other situations, parents may appeal a negative decision to the Commissioner of Education (section 5205, subsection 6B). In recent years, according to officials in the Commissioner's Office, some 35-40 cases have been appealed each year, most of them involving parental employment situations (especially teachers) and arrangements for out-of-school child care.

In some cases, it may be difficult for school officials to determine what the district of residence should be. State law (section 5202) defines residence as "the school administrative unit where the person's parent resides, where the person resides upon reaching the age of 18 or upon becoming an emancipated minor." "Parent" means "the parent or guardian with legal custody." Some parents have attempted to enroll children in the schools they prefer by arranging for those children to live with a relative who resides in that district. Section 5202 appears to require that the relative become the legal guardian in such cases, although apparently some districts accept power of attorney as an alternative. In cases of joint custody following a divorce, in which physical custody is actually shared on a 50/50 basis, the parents may decide -- if they live in different districts -- which district to enroll the child in. In one case, a parent appealed to the Commissioner for transportation from her home to the school in the other parent's district, but the Commissioner refused to order it because of the expense. Superintendents may also accept

students (usually teenagers) who have left home and have found -- at least temporarily -- some place to live in their district; such students might be considered "homeless" by some standards.

Under current state law (sections 5203 & 5204, subsections 1), parents may also enroll their children in a school district other than the one in which they reside with the consent of the receiving district but not the district of residence. However, in this case, the parents would have to pay for both tuition and transportation, and no state subsidy would follow the student.

D. L.D. 848: A SUMMARY AND CRITIQUE

Currently before the 115th Maine Legislature is a bill, Legislative Document (L.D.) 848 (see Appendix C), which would "establish a school choice program" to "enable any student residing in the State to attend a school in a school administrative unit in which the student does not reside", subject to certain limitations. This legislation was introduced by Rep. Albert Stevens (R-Sabattus), and co-sponsored by Sen. Robert Gould (R-Belfast) and Reps. James Skoglund (D-St. George) and Vivian St. Onge (D-Greene).

If passed, LD 848 would permit (not require) school administrative units to accept non-resident students and include them in their student counts for state subsidy purposes. Parents would be required to meet with the resident school's guidance counselor prior to applying for a transfer, and to apply to the non-resident (receiving) unit by January 1st of the school year preceding first enrollment. The consent of the units in which the students reside would be required only if parents applied for transfers after January 1st. School boards would have the right to decide not to receive any students under this program. Those units that opted to participate could reject individual applicants on the basis of program, class, grade level or school building capacity, but not on the basis of student characteristics. If requested by a parent, LD 848 would require a receiving unit to provide transportation from its boundary to the school, and would permit that unit to reimburse the parent for the cost of transportation from their home to the unit boundary if the family's income is at or below the poverty level. Such transportation costs would be counted as transportation operating costs under the School Finance Act of 1985, chapter 606 of the Education Law.

This legislation could have the effect of substantially increasing parents' abilities to enroll their children in

public school units other than the ones in which they reside. Resident (sending) districts would no longer be able to prevent students from going elsewhere, provided parents followed the procedures specified in the bill. Non-resident (receiving) districts, unless they opted out of the program entirely, would have to accept whatever students applied as long as they had space available. Children with handicapping conditions could not be rejected on the basis of those characteristics. Families below the poverty line could benefit from the provision of transportation from their homes.

For such a proposal to work effectively, there must be significant excess school building capacity available. But many schools in Maine are dependent on trailers to accommodate expanding enrollments, and there is a long waiting list for school construction aid. Nor is there any definition of what constitutes full capacity. Instead, this bill apparently leaves it up to the districts to decide whether they have reached capacity or not. Thus, one must ask whether there are enough school committees that believe their schools have excess capacity to expand choices for any significant number of families.

Rep. Stevens cites the situation in his own area. In recent years, he points out, families have moved from the cities out to the country. The result is that country high schools, such as Oak Hill High School, are overcrowded, while city high schools such as near-by Lewiston High School have declining enrollments. Under his program, students from Oak Hill might transfer into Lewiston. In this particular example, one must ask whether Lewiston school officials would have any desire to recruit students from Oak Hill, and whether any significant number of Oak Hill students would want to attend Lewiston High School. And even if such transfers were viewed as desirable by both parties, would this provide any incentive for either high school to improve its curriculum and thus its student outcomes? Rep. Stevens would like to see schools redesign their curricula to focus more on meeting the challenges of changing technology, along the lines proposed by Willard Daggett, Director of Vocational Education in New York State and a frequent speaker to educational audiences in Maine. But would enough students and their parents want such changes to provide incentives for this type of change?

A related issue has to do with the funding mechanism of LD 848. Rep. Stevens would like receiving districts to get an amount in the range of $2500-3000 for each non-resident student they enroll. He observed that this is not a good time to seek additional state funds. He points out that President Bush has proposed a $200 million program to promote choice plans by state and local governments, and

hopes some of that money will become available to Maine.

As the bill is currently written, however, the total additional funds the state would be required to provide for any given number of students is unclear. Conceivably the bill could reduce total state subsidies to local schools, if most students transferred from low wealth to high wealth districts. The funding mechanism is the same as for superintendents agreements: receiving districts could claim non-resident children for state subsidy purposes. For low wealth districts which receive the maximum state subsidy of about 90%, the funding mechanism would provide a substantial financial incentive (up to $2700 for elementary students and $3600 for secondary students) to try to recruit additional students to fill any available space. However, that mechanism provides little if any financial incentive for high wealth districts, which receive a minimum state subsidy, to recruit additional students. Ironically, the high wealth districts that have the least incentive to participate are the ones into which parents are most likely to want to transfer their children, since they are more likely to have attractive programs and available space. The major fear of many educators, that low wealth districts would lose students and thus state subsidies, might not materialize under this funding mechanism.

There are a number of other problems which could also significantly limit the extent to which parents would actually be able to take advantage of this legislation. Perhaps the most important is the provision allowing school units to opt out of the program. While this may be a politically necessary concession to local control, the effects could be devastating from the perspective of the sponsors. Many districts would lack either the building capacity or the financial incentive or both.

Certain other provisions of this legislation are unclear, and hence their effects are difficult to predict. When we first asked Rep. Stevens, he informed us that only public schools would be permitted to receive new students under this bill. But the actual language of the bill ("a school in a school administrative unit" - section 1) is ambiguous enough to permit the possibility that non-sectarian private schools which enroll town tuitioned students would be eligible to enroll students through this program. In a subsequent conversation, Rep. Stevens noted that some non-sectarian private schools function as public schools. He also added that some religious schools could reorganize as non-sectarian schools (see the case of John Bapst, see section IIIB below). For the state to be eligible for the Federal incentive aid program proposed by President Bush, private schools would have to be included in the program.

With respect to children with handicapping conditions, it is unclear whether they could be rejected on the basis that a special education program was full to capacity. Transportation services from home to the receiving district boundary for children of low income families are apparently discretionary. There are no other provisions, such as procedures for disseminating information about schools, which specifically promote participation by low income families. There is also no indication in the bill of the basis on which admissions decisions would be made if the district were open to non-resident students but the number of applications exceeded the number of available spaces.

In short, the bill as drafted represents a starting point in the legislative process. Rep. Stevens says that he is hoping to prompt discussion of school choice, with the expectation that if the bill is taken seriously, there will be efforts to gain additional information and make necessary amendments. He reports that he has had discussions with a number of different groups, as well as some media coverage (Proko, 1991), and hopes that interest in his bill will grow.

E. WITHIN-DISTRICT ENROLLMENT OPTIONS (SECONDARY)

State law does not require that school units offer within-district enrollment options, yet many do, especially at the secondary level. For the 1987-88 school year, the Maine Department of Education identified 543 students statewide (not including those participating in vocational education) as receiving "alternative instruction". The Office of Truancy, Dropout and Alternative Education, in its "Directory of Alternative Education Programs in Maine" dated November 1987, listed 38 alternative education programs in 32 communities. Frank Antonucci, the consultant for truancy, dropout and alternative education in the Department of Education, estimates that for 1990-91 there could be as many as 1800 students in alternative education programs, although he lacks firm data to support that estimate.

Just what counts as an alternative program, and therefore how many students should be thought of as enrolled in such programs, is not entirely clear. State law does not include a clear definition, although from the context in which "alternative education" occurs (sections 5104, 5151, and 5152), it is clearly aimed at students who have been truant or who have dropped out of school or are perceived to be likely to drop out of school. In its "Dropout Prevention Planning Guide" (Maine Department of Educational and Cultural Services, 1988), the Office of Truancy, Dropout and Alternative Education cites the following definition: "An education program that embraces subject matter and/or

teaching methodology that is not generally offered to students of the same age or grade level in traditional school settings, which offers a range of educational options and includes the student as an integral part of the planning team." Alternative education should not be confused with "alternate programs" which are defined in section 5002 as "suitable programs of work, work-study or training for which students [at least 14 years old, but under 17, the upper limit of the compulsory attendance law] may be excused from attendance in regular school programs."

Included on our superintendents' survey was the following question: How many students in your district are enrolled in an alternative secondary program other than vocational education? Forty-eight (48) of the seventy-three superintendents responding to the survey (65.8%) indicated that at least one student in their district was enrolled in such a program. A total of 645 students were indentified as participating in such programs. Of these, 356 students (55.2%) were enrolled in the eight largest programs, which reported enrollments of 26 to 80 students each. On the other hand, 199 students from 35 school units were enrolled in programs of ten students or less.

In an attempt to determine the types of alternative education programs available, the superintendents survey offered four program types, plus an "other" category. Thirty-seven (37) superintendents checked "individualized program (negotiated agreement between principal, teacher and student)", while thirty-five (35) checked "within school (features may include flexible attendance, classroom modifications, low faculty/student ratios)". Twenty-nine (29) checked "community-based learning approach (work study)", possibly suggesting some confusion on their part (or ours!) with "alternate programs" (see above). And twenty-eight (28) checked "specially developed program based on student(s) needs (counseling a predominant feature)." Responses in the "other" category included: "adult education" (3), "after school/evening classes" (3), and "transitional/prevocational for grades 8, 9 & 10 identified special education students" (2).

The superintendents survey also included a question dealing with the location of alternative education programs. Nineteen (19) superintendents indicated that their programs were within the regular school buildings, three (3) said that they were in separate buildings adjacent to school, fourteen (14) said they were at other locations within the district, and twelve (12) identified other locations outside the district.

We asked Frank Antonucci to what extent parents were involved in students becoming part of an alternative

education program. Was this a choice for parents and their children? He stated that "we recommend they use some sort of contract that includes the parent and the school. The younger the student, the more likely it is that the parent gets involved. Parent involvement is crucial." He noted that he sometimes receives calls from parents around the state concerned about their children who are truant or dropping out.

> "I tell them to call the school, tell them you want to make an appointment about alternative education.... We get parents to say 'we're trying', but we want you [the school] to do something. That takes a pretty aggressive parent. I always tell them not to go alone, to take another adult. I do think there have been a couple of cases where the superintendent makes an arrangement because he doesn't want the parent to go to the school board."

But as important as the parent can be in setting up a program, "the one person that makes an agreement an agreement is the student. They have to understand the program. The regulations have it that the student is part of planning the program."

One city in the State of Maine (Portland) is large enough to have two public high schools (Portland and Deering). Students and their parents have a choice between these two schools. Representatives of the two high schools speak to students in the middle schools, and "parents' nights" are held at each high school. According to a staff member in the superintendent's office, the programs of the two high schools are very similar, and choices are thought to be based on location and athletic programs. Limited bus transportation is available. There are no attendance limits, and all students get their choices.

F. WITHIN DISTRICT ENROLLMENT OPTIONS (ELEMENTARY)

As at the secondary level, there are no state mandates requiring choice within school administrative units at the elementary level. However, some local units, with state encouragement (sections 4251-4253-A), have instituted programs which may provide parents with enrollment options.

The superintendents survey included a question regarding within-district choice among elementary schools. Nineteen superintendents (26.0%) indicated that some degree of choice at this level was permitted, either as a matter of policy or informally. As one superintendent put it, "we permit changes due to babysitters and other legitimate educational, social, etc. reasons." In most such cases, the

numbers of students involved were very small, usually ten or fewer.

The largest numbers of students transferring among elementary schools within districts occurred in districts in which one or more elementary schools had special program options which appealed to some parents districtwide. These were most often a variation on the concept of the ungraded or multigraded classrooms. One superintendent reported 100 students attending a "multi-level" program from outside the attendance area of the school in question. Another reported 24 of 90 students in an ungraded K-3 program were from other attendance areas. Ten superintendents reported programs of this type involving two or more grades between Kindergarten and grade 4.

A list of such programs provided by the Early Education Office in the Department of Education mentions twelve such programs, located in Freeport, Portland, Scarborough, Auburn, Waterville, Norridgewock, Lovell, Kingfield, South Windham, Unity and Leeds.

> "Combining grade levels [K-2]... allow[s] children to learn at their own paces, to help each other and to feel more comfortable with their abilities. The staff... [is] ready to monitor each child's progress individually and provide a steady diet of learning activities for every level.
>
> "It doesn't take long to se the new structure's benefits at New Suncook [School in Lovell]... Teachers here have created a Sesame Street-like world where children help each other learn, ask questions and don't even notice that they are foregoing mid-morning recess to learn.
>
> "These children have plenty of choices about what they will learn and when they will learn it. There are 30 "learning centers" available during their one-hour free time. Some are playful, such as painting or building blocks. Others require clusters of skills, such as reading, writing and scientific observation." (Norton, 1990)

Apparently such ungraded programs exist side-by-side with more traditional graded classrooms in many school systems. In at least two other towns (Warren and Orland) where ungraded programs are being developed, preserving the right of parents to choose graded classrooms is a condition for approval of the ungraded programs.

Even more common than the ungraded programs is the variety of programs that provide additional and/or different

instruction prior to entry into first grade. Such programs are generally provided for students who, in the judgment of school staff, may not be ready for the program of instruction that the school typically provides for first grade students. Twenty-four (24) superintendents reported "transitional firsts", while fifteen (15) reported "pre-K" programs, six (6) reported "developmental Kindergarten" programs, one (1) reported a "two-year Kindergarten" and one (1) reported an "extended day Kindergarten". The survey did not provide any evidence regarding the degree to which parents have options concerning the participation of their children in such programs. In theory, of course, parents could refuse to allow their children to participate in any schooling at this stage, since the compulsory attendance law (section 5001-A, subsection 1) applies only to children who have reached the age of seven. In practice, however, virtually all children begin school at age five or even earlier.

Perhaps most difficult to assess is the degree to which options may exist for parents and their children in grades 5-8. A substantial number of districts in Maine are at some stage of transitioning from traditional elementary/junior high programs for these grades to what are now referred to as "middle schools". Middle school was mentioned as an alternative by one superintendent, while others mentioned "individual alternatives in grades 7 & 8", "individualized", "team teaching" and "whatever is needed to meet individual needs." In addition, one superintendent mentioned a "school within school" program.

State law (section 8104) requires that "each school administrative unit, commencing with the 1987-88 school year, establish a plan for phasing in gifted and talented education programs by 1991-92." The Commissioner has to established rules to implement this mandate, including rules with respect to identification of students (Maine Department of Educational and Cultural Services, 1987). These rules (Chapter 104) provide that all children be screened initially (e.g. standardized achievement tests, teacher recommendations), that self-referrals and referrals by parents, peers and members of the community be permitted, that parent permission be secured before a child is placed in a program, that a review process be set up so that parents can ask that their child's eligibility be reviewed, that parents be permitted to submit additional information relating to eligibility, and that an appeal procedure ending with the superintendent of the school unit be available to parents. In addition, Judith Malcolm, state consultant for gifted and talented programs, says that parents' permission should be secured before any child is tested individually (e.g. WISC IQ test). However, gifted and talented programs may be dropped by some local districts if the legislature

decides to suspend certain state mandates due to the current state budget crisis.

G. FEDERAL PROGRAMS

Finally, there is the question of parental options with regard to such Federally-mandated programs as special education, compensatory (remedial) education (Chapter 1), and gifted and talented programs.

Under Federal law, the parent is expected to be an active partner in developing an individualized education program (IEP) on the basis of which a child is to be placed. P.L. 94-142 has been described as "a bill of rights for parents... its procedural guarantees require parent involvement in child placement decisions and permit parent recourse in the event that the child's placement or services seem unsuitable. To be sure, there remains wide variation in the degree of meaningful parent involvement with the schools under the law. But none would disagree that P.L. 94-142 has given parents a potent entitlement if they choose to exercise their new rights." (Richmond, 1983)

Parents, school districts, and state agencies have engaged in extensive litigation to determine just what those rights mean in practice. Perhaps the most important U.S. Supreme Court decision in this regard was Burlington School Committee v. Department of Education of Massachusetts (1985). The parents in this case felt that the school district had developed an inappropriate IEP and recommended an inappropriate placement. They enrolled their learning disabled child in a state-approved private school for special education at their own expense, and then sought reimbursement from the school district. The Massachusetts Department of Education's Bureau of Special Education Appeals ruled in favor of the parents with respect to both the IEP and the placements. The U.S. Supreme Court ruled in favor of the parents, based on the two-part test that the school's placement was inappropriate and the parents' placement was appropriate. Lower courts have used the two-part test in the Burlington decision in subsequent decisions regarding unilateral placements by parents (Tugend, 1985; The Special Educator, May 14, 1990).

A related set of complex issues concerns the rights of special education students with respect to inter-district public school choice programs, such as the program envisioned in L.D. 848 (see above). Two separate articles in the April 30, 1990 issue of The Special Educator, dealing with cases from California and Nebraska, appear to give somewhat different interpretations regarding whether students with handicapping conditions could be prevented

from equal participation in such programs. In the California case, a receiving district denied transfer requests of special education students. The U.S. Department of Education's Office of Civil Rights (OCR) found the district to be in violation of Federal regulation 104.4(a), which prohibits schools from excluding qualified persons from participation in its programs. However, responses from OCR and the Office of Special Education and Rehabilitative Services (OSERS) to an inquiry from a Nebraska school district raised more questions than it provided answers, according to an analysis by the National Association of State Directors of Special Education. Among the unresolved questions are whether students can be denied access through any criteria associated with their handicapping conditions, who will pay for the costs of special education services, who is responsible for ensuring due process, who will provide and pay for transportation and what the effects might be on the development of IEPs.

Students' rights, and therefore the rights of parents acting on behalf of their children, are far more limited under the Chapter 1 compensatory education program. This program is designed to meet the needs of the largest number of students possible within a district, but unlike special education there is no requirement that all eligible children be served, nor are state or local governments required to supplement federal funds for this purpose. Students whose needs are relatively unique, and students enrolled in schools with few eligible students, have no right to a Chapter 1 program, even if they were served by such a program in a school that they previously attended. While parents can request that their children be evaluated for eligibility for Chapter 1 services, such eligibility standards are determined at the local level. The Chapter 1 program, as enacted by Congress, does require parental involvement in the development, implementation and evaluation of the overall program at the local level, but the form of that involvement varies from one community to another.

During his second term in office, President Reagan and his Secretary of Education, William Bennett, attempted to convert the Chapter 1 program into a compensatory voucher program. The Equity and Choice Act (TEACH) of 1985 (H.R. 3821), was introduced in Congress by Rep. Swindall and Sen. Hatch. Under provisions of this bill, eligible students would have received vouchers worth an average of about $600, to be used to purchase compensatory education services from either public or private schools. The bill was rejected by Congress when it reauthorized the Elementary and Secondary Education Act in 1988.

III. OPTIONS INCLUDING BOTH PUBLIC AND PRIVATE INSTITUTIONS

A. POST-SECONDARY OPTIONS

For many years, outstanding high school students in various Maine communities have been permitted to take college courses prior to high school graduation under informal arrangements between school unit superintendents and the presidents of local colleges. David Brown, former superintendent of SAD 58 and former Associate Commissioner in the Maine Department of Education, described the practice as follows:

> "Any of the communities close to the colleges, not only the university system but private as well, [did it]. If you had a student who could benefit from taking a college course, they just took them. We've done it for years.... When I was at Kingfield [SAD 58], I had a great relationship with the president of the University of Maine at Farmington. If I had a student, and it was really in their best interests to take college courses, I didn't have to worry about it. I'd just pick up the phone. They'd say, 'Great. Send them down.' There was no charge. In most cases, the student had to provide their own transportation, but I was even able to do that. My understanding was that it was taking place everywhere: Fort Kent, Machias, Gorham, Portland..."

In 1987, the Maine state legislature adopted the "Post-secondary Enrollment Options Act" (Education Law sections 4751-4760), thereby formalizing this informal practice and regulating the flow of money and credits related to it. This law defines "eligible institution" as "a public 2-year or 4-year post-secondary institution in the state", and provides that students may take courses at such institutions if they meet the admissions requirements of the institution and requirements of their school administrative unit. The law specifies that the institution shall notify the student, the student's school unit and the commissioner. It provides that credits earned shall be applicable to both a high school diploma and a college degree. It requires that the school unit pay tuition, and allows for local policies which may cover the costs of textbooks, transportation and course fees.

Several questions in the superintendents survey dealt with high school students taking college courses. Nine (9) superintendents reported a total of nineteen (19) students from their units who were enrolled in post-secondary institutions under the Post-secondary Enrollment Options

Act. In addition, at least thirty-eight (38) other high school students were taking college courses on campus, including several at such private colleges as University of New England, Bates College and Colby College. In addition, twenty-eight (28) students from four (4) school units were reportedly enrolled in instructional television (ITV) college courses. One superintendent reported no students currently enrolled (fall 1990 semester), but 15 students enrolled in the spring 1990 semester and more expected in the spring 1991 semester. In response to a question regarding the college courses taken, superintendents mentioned sixteen different subjects, including math (mentioned by 11 superintendents), languages (8), English (6), science (5), and art (4).

Sixteen (16) superintendents, in response to an open-ended question regarding local policies dealing with enrollment options, mentioned policies dealing with post-secondary enrollment. One superintendent noted that seniors recommended by their high school could take one course at the near-by private college tuition free, and could take a full schedule of courses at reduced tuition. Another superintendent noted that the student must have a 3.0 GPA and not be able to get the course in the high school. The district pays the tuition. A third superintendent notes that the district will pay all tuition, textbooks, course fees and transportation for eligible students at public institutions.

To the extent that districts enroll students only in accordance with the Post-secondary Enrollment Options Act, this act could have the effect of limiting, rather than expanding student options by its requirment that districts pay tuition to post-secondary institutions. In difficult economic times, districts may feel that they do not have the funds to pay tuition if keeping students in their high schools would require no incremental costs.

B. TOWN TUITIONED STUDENTS

Maine, New Hampshire and Vermont share a long-standing tradition of allowing local towns to pay tuition to other school units for the education of their resident students, in lieu of operating their own schools. Some very sparsely populated towns (54 in Maine) tuition all their students, but in the majority of cases only the secondary school students are tuitioned. In Maine and Vermont, towns may pay tuition to private schools for this purpose. At least two cities (Saco, Maine and St. Johnsbury, Vermont) also tuition their students into private schools.

Of the three northern New England states, Vermont has

received the most attention from advocates of school choice. For example, Time for Results, a report of the National Governors' Association (1986) prepared under the leadership of the then Governor of Tennessee and current U.S. Secretary of Education, Lamar Alexander, contains a summary of Vermont's town tuitioning practices but no mnetion of Maine or New Hampshire.

John McClaughry, in his 36-page booklet Educational Choice in Vermont (1987), has summarized the extent of town tuitioning in Vermont as follows:

> "Of the 246 towns in Vermont, 95 have no public high school in the town, and do not belong to union high school districts.... these 95 tuition towns in 1984-85 paid tuition on behalf of 7633 secondary (9-12) pupils. Of these, 4312 (56.5%) attended public high schools in Vermont; 560 (7.3%) attended public high schools in adjacent states; and 2761 (36.2%) attended private schools and academies in Vermont and eight other states (including the Province of Quebec, Canada). The total of 7633 pupils from these tuition towns represented 24.2% of the total secondary school (grades 9-12) population of the state (31,525)."

McClaughry also notes that Vermont towns pay tuition to five private academies, four of which survive from the 19th century.

In a recent book entitled The Vermont Papers (1989), McClaughry and co-author Frank Bryan note that "Educators may disapprove, but from all accounts parents love it [i.e. parental choice]. In some cases parents have chosen to move into a town simply because it gives them the right to choose their children's school." (p. 195) But they also speculate that parental choice has become popular in Vermont because of increasing centralization and state mandates, and suggest that a return to greater local control might result in decreased enthusiasm for educational choice. They propose a system of "shires" which they believe would enhance grassroots democracy, including local control of education.

Maine and Vermont provide an interesting study in contrasts. Maine in much larger than Vermont in both area and population, but the proportion of students who are town tuitioned in correspondingly smaller, resulting in approximately the same number of students who are town tuitioned. Maine has more private schools that accept town tuitioned students, as well as a higher percentage of town tuitioned students attending private schools within the state. Only forty (40) Maine students are tuitioned to schools outside the state, in contrast to the 560 Vermont

students who were tuitioned out of state. The geographical proximity of more Vermont students to adjacent states may account for much of this difference. Most importantly for the issue of parental choice, however, provisions in state law in both states allow towns to restrict the schools to which tuition will be paid, and a minority of towns in both states have exercised these provisions.

Many Maine towns that tuition their secondary students do allow students and their parents to decide which schools they will attend. In such towns, having a choice of high schools is believed to be very popular with at least some town residents. For example, residents of the Airline Community School District, east of Bangor, were reported to be satisfied with tuitioning their high school students despite recent increases in tuition rates charged to the CSD. The Bangor Daily News (Higgins, 1989) quoted Airline CSD superintendent Robert Ervin as follows:

> "'The issue of free choice in high schools is a very strong incentive to live in these communities. People like the idea of being able to choose where they are going to go to high school. They have a lot of options. So if the high school experience isn't good in one place, they can move to another. That's a fair luxury -- a choice that kids in Ellsworth and Bangor don't have.'"

On what basis do tuitioned students (and their parents) decide which school to attend? Another Bangor Daily News article (Garland, 1989) describes the choices made by two high school students in the town of Orland.

> "Gary Hauger decided to go to George Stevens Academy in Blue Hill because he liked the school's reputation for academic training and music instruction. The 16-year-old junior from Orland plays the trumpet, and he hopes to be a lawyer some day.
>
> "His cousin, 14-year-old Samantha Robshaw of Orland, transferred from George Stevens after a few weeks to become a freshman at Bucksport High School this fall. The school better fits her personality, and many of her friends go there, she said. She also likes the cheering program in which she participates."

Over 8000 students in Maine are town tuitioned, slightly over half of them into private schools and the rest into other public schools. About 70% of these students could be said to have some degree of choice. However, about 70% of

the students who have a choice attend the school most frequently chosen by other students from their own town.

The origins of town tuitioning can be traced back into the nineteenth century, when the idea of a free, public education was first becoming widely accepted. In most of the United States, schooling in rural areas is provided by counties, which were generally large enough in population to ensure efficient provision of education in grades 9-12, or by independent school districts, which could be consolidated relatively easily. (Hawaii is the most extreme case, with a single, state-wide school district!) But in New England, the basic governmental unit responsible for providing education was the town. Many towns were very small, and some were very sparsely populated. As the demand for and complexity of education increased, especially at the secondary level, local and state education officials in New England sought a means of providing schooling that was both cost effective and consistent with their belief in local control. Town tuitioning was one result.

By the Civil War, educational reformers had established common schools (as public elementary schools were then known), eliminated fees paid by parents and introduced the concept of compulsory education at the elementary level. But in most communities, secondary education, if it existed at all, was provided by private academies, run mostly by local clergy and business leaders, and attended by a small percentage of the population. As late as 1900, less than five percent of the population of the United States graduated from high school.

After the Civil War, educational reformers launched the free high school movement. In 1873, the Maine Legislature enacted the Free High School Act (Chapter 124) which included the following provisions: (1) towns could establish free high schools and receive state funds for up to 50% of the support of such schools, up to a limit of $500 (a substantial sum in those days!); (2) trustees of private academies could turn their buildings and other assets over to their towns to be used as free high schools; and (3) alternatively, towns could pay tuition to the trustees of the private academies for the education of town residents. Several academies had become free high schools (or public high schools, to use the more modern term) even before this act was passed, and schools such as Edward Little Institute in Auburn and Calais Academy soon joined their ranks. On the other hand schools such as Foxcroft Academy, Bluehill (George Stevens) Academy, Lincoln Academy and Washington Academy remained private academies and in due time received town tuitioned students (Finley, 1941; Healy, 1949; Linscott, 1937; Morse, 1939).

In 1909, the Maine legislature enacted a law (Chapter 62) which "required any town not maintaining a high school to pay the tuition of its students to an approved secondary school. Each town paying tuition of its students would receive the same proportion of state aid to the maximum of $30 as those which maintained a high school" (Anderson, 1939). Apparently, private academies were by then considered approved secondary schools.

One private academy that succeeded for many years in serving "Maine students, especially those to whom secondary education was not otherwise available, those whose towns had no high schools and whose parents had no money," was Higgins Classical Institute in Charleston. Ann Tracy (1988) describes her father, William Tracy, principal of Higgins from 1917 to 1948, engaged in "soliciting students", also known as "road work", to maintain enrollment. Enrollments at Higgins peaked in the 1950's, then began to decline. "The SAD (School Administrative District) Act of 1957... mandated that towns band together to form district high schools. In 1954, more than 50 towns were paying tuition to Higgins; by 1968, half of those towns belonged to SADs." One may infer from Ann Tracy's account that more Maine parents may have had enrollment options before 1957 than since that date. The SAD Act, also known as the Sinclair Act after its chief sponsor, Sen. Roy Sinclair of Pittsfield, apparently had the effect of reducing parental choice options in Maine. To the extent that SADs took over existing high schools or organized new ones, as many of them did, they reduced the number of towns which tuitioned their students out to other schools. Some private schools survived, but Higgins was not among them. It finally closed its doors in 1975.

Yet another chapter in the history of town tuitioning concerns religious schools. Several of the non-sectarian private schools in Maine began under religious sponsorship. Over time, they cut their ties with the religious groups that founded them and became independent. One of the most recent examples of this process is John Bapst. Until 1980, John Bapst High School was affiliated with the Catholic Diocese of Portland. However, the tuitioning of students into a religious school was challenged on the grounds that it violated the first amendment to the United States Constitution. Faced with the loss of students, the school closed. It reopened the next fall as John Bapst Memorial High School, an independent private school governed by a group of private individuals that included parents of its students.

Not all town tuitioned students have choices among several schools. In some cases, towns which tuition their resident students require these students to attend particular schools by signing a contract with the receiving

school. State law does not require contracts, nor does it specify the precise form that must be used, although a few general guidelines regarding the contents of such contracts are spelled out in sections 2701-2704. Contracts must cover a period of time of from two to ten years and must be ratified by a majority vote of each of the governing bodies. Tuition rates are set according to the provisions of sections 5801-5814. Contracts with private schools may include a joint committee, and are subject to approval by the commissioner. Otherwise, the parties to the contract are relatively free to include whatever provisions they wish. These contracts may provide for all students to be educated at a particular school, but they may also specify a minimum percentage of the town's students, allowing other students to go to other schools. In 1989-90, nineteen (19) towns and eight (8) SADs had written contracts with receiving school units or private schools on file in the Department of Education.

Towns may also limit which schools their resident students attend by offering bus transportation to only one school. Transportation to more than one school is often inhibited by distance and by geography, especially in the midcoast region. In many cases (but not all), the cost and/or inconvenience of providing transportation is sufficient to discourage parents from considering other schools. Some towns, at the urging of groups of parents, have assumed the expense of providing bus transportation to two or more schools, which greatly increases the options available to students and their parents. Since parents may be actively involved in decisions regarding contracts and bus transportation made by school committees and town budget meetings, parental choice can be viewed as having a collective dimension as well as an individual one.

Geographically speaking, the largest numbers of town tuitioned students are found in the central, midcoast, southern and downeast sections of the state. Town tuitioning is most often found in smaller towns that are part of school unions (i.e. share a superintendent with other towns), although some smaller SADs also tuition their students to high schools. The school unit with the most students engaged in town tuitioning is the city of Saco, which contracts with Thornton Academy in that city.

An analysis of school enrollment reports for April 1, 1989 submitted to the Maine Department of Education resulted in the identification of eleven clusters of school units with significant numbers of town tuitioned students at the secondary level. These clusters included several towns in the same general area which tuitioned most of their students into two or more high schools in that area. Appendix D contains eleven pairs of tables showing enrollment by

cluster. Each pair of tables includes a table focusing on sending school units and another focusing on receiving high schools. While the total numbers of tuitioned students on each of the two tables for a given cluster is approximately the same, there are small differences based on tuitioned students who attend schools outside the region as well as students tuitioned to high schools in a region from other parts of the state. The tables in Appendix D (as well as the narrative summary which begins below) are presented in order of the total numbers of students tuitioned by sending units within each region, beginning with the largest.

Bangor Region: The largest concentration of town tuitioned students on April 1, 1989 was in the Bangor region, where over 1450 students residing in 11 towns and two small SADs were tuitioned into six public high schools and one private high school. A contract between SAD 23 and the Hermon School Committee limited 208 residents of the towns of Carmel and Levant to Hermon High School, but over 1200 other students had some degree of choice among area high schools. Students from the town of Glenburn were distributed among four high schools, with no more than a third of the 209 students attending any one school. Over half the students at Hermon High School are town tuitioned, as are over a third of the students at Brewer, Old Town and Orono High Schools. Over two thirds of the students at John Bapst High School are town tuitioned, and they come from virtually every town in the area that lacks its own high school (See Appendix D, Tables 1 & 2).

Midcoast Region: The second largest concentration of town tuitioned students is in the midcoast region. About 1100 students in this region are tuitioned into three public high schools and one private academy. Lincoln Academy alone receives over 500 town tuitioned students, nearly half this total. The rest attend Wiscasset, Bath and SAD 40, accounting for about a third of the students in those three schools. Sixteen towns in the region tuition students. Westport, which has a contract with Wiscasset, is the only one which sends all its students to a single high school. Thirteen (13) of the forty students statewide who were tuitioned to out of state schools reside in this region (Appendix D, Tables 3 & 4).

York County Region: York County has the third largest concentration of town tuitioned students: about 1050. Over 800 students from the City of Saco and the town of Dayton are tuitioned by contract into Thornton Academy. In addition, about 180 students in Arundel may choose which high school to attend, most of them going to either Biddeford or SAD 71 (Kennebunk). Also, about sixty-five (65) students in the town of Acton choose between Wells-Ogunquit CSD and South Berwick Academy. (See Appendix D, Tables 5 and 6).

Auburn Region: The Auburn region has over 900 students tuitioned into a variety of high schools. Almost 400 high school students, over 25% of the total enrollment at Edward Little High School in Auburn, are tuitioned in from the towns of Poland, Mechanic Falls, Minot and Durham. Poland, Mechanic Falls and Minot each have contracts with Auburn allowing varying percentages of students to attend other schools. Some Poland students also attend SAD 15 and Hebron Academy, while most Durham students travel to Brunswick. Farther south, students residing in Raymond also have a range of options, with most attending high school in either Windham or Westbrook (Appendix D, Tables 7 & 8).

China Lake Region: The China Lake region east of the Kennebec River between Augusta and Waterville has the fifth largest concentration of town tuitioned students. All students in this region have options among various high schools. Over 800 students from seven towns in the China Lake region were tuitioned, most of them into one of five public and two private high schools. Erskine Academy, a private school, drew the largest number of students from five of these towns, but in no town did as many as 80% of the students attend the same school (See Appendix D, Tables 9 & 10).

Hancock County Region: Several clusters of towns and districts can be found in Hancock and Washington Counties. Along the coast in Hancock County, about 800 students are tuitioned from eleven towns, three SADs and several islands into five public high schools and one private academy. In addition, at least nineteen students from this area attend boarding schools, thirteen of them out of state, all supported in part by town funds (See Appendix D, Tables 11 & 12).

Calais/Eastport Region: In the Calais/Eastport region, over 350 students are town tuitioned, including 79 residents of the Passamaquoddy communities at Peter Dana Point and Pleasant Point, over half (41) of whom attend Lee Academy (Appendix D, Tables 13 & 14).

Machias Region: Over half of the roughly 600 high school students in the Machias region are town tuitioned, the great majority of them into Washington Academy under a contract with SAD 77. Washington Academy also has a contract with the Town of Pembroke (Appendix D, Tables 15 & 16).

Aroostook County Region: In Aroostook County, almost 200 students are tuitioned into Caribou High School, most of them under contract. At the northern tip of Aroostook County, forty-two (42) students in Grand Isle choose between Madawaska and SAD 24. (See Appendix D, Tables 17 & 18).

Springfield Region: In the Springfield region, where Penobscot, Washington and Aroostock Counties come together, almost 200 students are town tuitioned, most of them into Lee Academy. Lee Academy also draws about 100 other tuitioned students from elsewhere in the state (See Appendix D, Tables 19 & 20).

Rumford Region: About 150 students from seven towns in western Maine are tuitioned into one of three public high schools. (See Appendix D, Tables 21 & 22).

In addition to these regional clusters, small numbers of students are tuitioned into a scattering of public schools without any choices available to them. Among the schools that receive such students are the high schools in Greenville, Millinocket and East Millinocket.

Finally, almost 1200 students in the three towns (Dover-Foxcroft, Fryeburg and Pittsfield) are tuitioned into private academies in their respective towns. Each of these private academies draws fewer than twenty tuitioned students from other school units (see Appendix E).

IV. PRIVATELY FUNDED EDUCATION OPTIONS

A. PRIVATELY TUITIONED STUDENTS IN PRIVATE SCHOOLS

Maine has approximately 160 private schools, according to several recent issues of the Maine Educational Directory, although the precise number varies from year to year. These schools may be categorized in several different ways: (1) 55 that are elementary, 35 that are secondary, and 12 that are special purpose, and 60 that are not designated in the Directory by grade level; (2) about 100 that are state approved vs. 60 or so that are not; (3) 40 or so that receive town tuitioned students (discussed above) vs. about 120 that to do not; and (4) about 70 that are non-sectarian vs. about 90 that are Catholic (25), fundamentalist Christian (65) or Hebrew (1) (see Appendix F).

State law (sections 2901-2907) specifies the conditions for "basic approval", including: (1) meeting standards of health, hygiene and safety; (2) complying with state law provisions governing immunizations, language of instruction, required courses and curricula, and certification of teachers; and (3) for secondary schools, complying with the law with respect to days and hours of instruction, safety of records, and student-teacher ratios. State law (sections 2951-2955) also provides additional conditions for "approval for tuition purposes", including: (4) being a non-sectarian school in accordance with the First Amendment of the United

States Constitution; (5) being legally incorporated; (6) complying with reporting and auditing procedures; and (7) for any school with 60% or more tuitioned students, participating in the Maine Educational Assessment program.

In the late 1970's and early 1980's, fundamentalist Christians challenged state requirements for basic approval of private schools, in relation to parents' compliance with the state's compulsory attendance law, on the basis of freedom of religion. The dispute pitted the Maine Association of Christian Schools (MACS), an affiliate of the American Association of Christian Schools, ten independent fundamentalist Christian churches and their affiliated schools and pasters, and various Christian school parents, administrators, and teachers, against the Maine Department of Education. The dispute began in 1977, when the administrator of the Bangor Christian School, which had obtained state approval since its founding in 1970, sought to have the school exempted from further approval proceedings. The administrator expressed concern regarding the possibility of "unnecessary and unacceptable state 'control [of] religious instruction'" and added that "the 'humanistic and secular approach of the public education system' is diametrically opposed to the 'integrated, Christian approach' at Bangor Christian". In August 1979, the dispute came to a head when several new Christian schools, supported by the newly formed MACS, proposed to begin operation without state approval. After several weeks of discussions, the Commissioner of Education reiterated the Department's intention to demand state approval, claiming that its standards ("minimum hours of instruction, employment of only 'qualified instructors' and instruction in prescribed subjects") were reasonable.

In December, 1983, the U.S. District Court ruled, in Bangor Baptist Church v. State of Maine Department of Education, that: "(1) Maine compulsory education statutes do not prohibit private schools from operating merely because they were unapproved or refused to seek or accept approval; (2) injunctive relief against the church schools [prohibiting operation of private schools unapproved under Maine's compulsory education statutes] was not warranted; and (3) any action brought against the plaintiffs for inducing truancy by 'preaching' that the Bible commands fundamentalist Christians to send their children to schools regulated solely by fundamentalist Christians would have unconstitutionally constrained orderly discussion and persuasion" (576 Federal Supplement 1299 (1983)).

From the limited evidence available to us, it is difficult to determine the extent to which this dispute and the court case which arose from it may have increased (or decreased) the options available to parents in Maine. At the

time the dispute came to a head in 1979, MACS had 23 member schools. Four years later, when the case came to trial, there were 17 member schools in MACS, including ten of the original 1979 schools. The Maine Times, in an article published immediately after the trial ("The Christian School Trial", 3-11-83), reports that there were "almost 40 other Christian schools in the state" at that time, for a total of "almost" 57 such schools. In 1989-90, six years after the case was decided, there were about 60 Christian schools listed in the Maine Educational Directory. The favorable court decision has not, therefore, led to any major increase in the number of Christian schools. On the other hand, one cannot easily dismiss the testimony of a witness for MACS who, according to the Maine Times article, stated that "A victory for the state 'would seriously inhibit, perhaps halt or even reverse development of [Christian] schools here.'" A separate but related question, for which we lack any data, is whether enrollment in Christian schools may have increased (or decreased) since this case was decided, and what effect the case may have had on any such change.

Another question, likewise difficult to resolve, is whether the fears of MACS pastors, educators and parents regarding state control would in fact have been realized in the absence of a favorable court decision. Several Christian schools continue to seek and receive state approval, apparently without any perceived ill effects. For the large majority of such schools in the state that choose not to be approved, however, being freed from the state approval process may be an important symbolic statement with respect not only to education but to mainstream society in general. If so, it may contribute to the vitality of fundamentalism.

Unlike fundamentalist Christian schools, Catholic schools appear to find no inconsistancy in maintaining a religious identity while conforming to the standards for state approval. Nationally, Catholic schools peaked in enrollment during the 1960's and have declined substantially since then. There have been some reports of a revival in Catholic school enrollment in some parts of the country in recent years, including a recent article in the Bangor Daily News (August 19-20, 1989) entitled "Religious schools experiencing revival in Maine". This article features St. John's and St. Mary's schools in Bangor, as well as five Christian schools from around the state.

In its 12-page "development" brochure, St. Mary's school in Bangor describes itself as "a Catholic elementary school which exists to provide quality education in a Catholic environment. It tries to serve each child's intellectual, emotional, physical and spiritual needs." The brochure points out that "All members of the teaching staff hold baccalaureate degrees and are certified by the State of

Maine Department of Education, and are approved by the Diocese of Portland." The role and membership of the parish school board are described. The next several pages are illustrated with black-and-white photos and feature descriptions of school curricula and teaching methods. Mention is made of "Standardized tests [on which] St. Mary's students have consistently achieved overall scores which are well above the national averages." Library services, physical education programs and field trips are noted, as are a variety of annual events and community service projects. Availability of financial assistance is noted, as is the existence of an adjacent day care center. It ends with an endorsement from John Bapst School.

St. Mary's is not alone in its efforts to get its message out to potential students and their parents. Maine Central Institute (MCI) in Pittsfield, a private secondary school which draws the majority of its students from SAD 53 by means of a town tuitioning agreement, also attracts about 75 privately-tuitioned boarding students a year, over three-quarters of them from out of state. To aid in doing so, it publishes a 20-page booklet including many pictures in full color. The headmaster's remarks focus on "superior educational opportunities for all... students," "sound skills and intellectual curiosity enabling [students] to reach intelligent decisions concerning their futures," "a close community of young people and adults" and "an atmosphere which encourages students to recognize and live up to their opportunities." The pages that follow address "academics," "the postgraduate program," "college counselling," "athletics," "campus life," and "admission information."

In contrast to those schools which trace their origins back to the 19th century, new private schools are established in Maine on an annual basis. While the majority of such schools are Christian schools, some espouse other educational philosophies. One example is the Center for Teaching and Learning in Edgecomb, which opened its doors in September, 1990 (Rothman, 1990). This school began with an enrollment of 30 students in two classes (K-1 and 2-4), and hopes eventually to add grades 5 & 6. The school's philosophy is that "children learn best not through textbooks and lectures, but through hands-on investigations, group interactions, reflection and writing -- in all subject areas... 'genuine learning,' in which young people are treated as writers, readers, historians, and scientists, in an apprenticeship with their teachers, can replace the prepackaged 'learning exercises' that dominate elementary schools." The Center for Teaching and Learning was created by three former colleagues in the Boothbay schools, one of whom, Nancie Atwell, won the 1990 Award for Distinguished Research in the Teaching of English from the National

Council of Teachers of English (NCTE) for her book, In the Middle: Writing, Reading and Learning with Adolescents.

From the contemporary equivalent of the traditional multi-graded school to the multi-building campus steeped in history, private schools add to the diversity of education in Maine. For those parents who can afford to pay tuition themselves, or whose towns pay tuition, private schools contribute significantly to the educational options available.

B. HOME SCHOOLING

Home schooling may be the most rapidly growing parental choice option in Maine (and the nation) in the last decade. At a time when most surveys of families suggest that parent-child "quality time" has virtually disappeared, accounts of home schooling suggest that it is still available in abundance in at least some families.

> "On the first day of school, while 210,000 Maine youngsters returned to class, 12-year-old Jenny Mowdy of Bradford sat down at the kitchen table with her mother. The pair read the Bible for a while, then traced the voyage of explorer Christopher Columbus by poring over world atlases....
>
> "This year, the Mowdys plan to emphasize creative writing and science projects with Jenny. In a couple of years a foreign language -- Jenny wants to learn Japanese -- will be taught.
>
> "Jenny's history book says creationism, which teaches mankind was created from God, is taught as fact, and evolution, which traces man's heritage to apes, is taught as theory.
>
> "Socialization -- a key concern public educators have for home school children -- is the least of their concerns, according to the Mowdy's.
>
> "Jenny is very active in the Penobscot Valley Homeschoolers 4-H Club where she mingles with 70 other children, most of them home schoolers. She recently had a birthday slumber party, holds down a baby-sitting job, and mingles with people at her church, the Glad Tidings Church in Bangor. A few years ago, she accompanied her father to New York and worked in an inner city church for several days" (Garland, 1989).

Like many home schoolers, Jenny's parents, Bob and Brenda Mowdy, stress the importance of teaching religious values while maintaining the family unit. They say that the fact that she has never attended a public school has not affected her academic progress.

The Maine Department of Education has received a rapidly increasing number of applications from parents who want to educate their children themselves. Beginning with four applications in 1981-82, the number have swelled to 217 applications in 1985-86, 415 in 1987-88, 704 in 1988-89, 1162 in 1989-90 and 1521 (as of March 1991) for 1990-91 (see Appendix G). In October 1988, Arnold Johnson, the state official responsible for reviewing these applications, estimated the number of home schooling applications would "level off at 700 to 800" because "the tremendous commitment of time and effort needed to teach children at home will limit the number of families involved" (Haimila, 1988a). But so far, with the numbers already twice the level that Johnson predicted less than three years ago, there is no evidence of such a leveling off.

One question, of course, is how much of this tremendous growth in home schooling applications reflects a real increase in the number of children being educated at home, as opposed to families whose home schooling arrangements in previous years were either sanctioned at the local level or not officially recognized at all. In 1988, state officials and leaders of the Maine Homeschooling Association agreed that there were between 400 and 800 home schooled students for whom no applications had been submitted (Badeau, 1988; Haimila, 1988b).

Under the state's compulsory education law (section 5001-A), children between the ages of seven and seventeen are required to attend "a public day school" or receive "equivalent instruction". Children between these ages who are homeschooled without official approval could be considered truant, and their parents held responsible. Until 1989, parents were required by state law to apply to their local school board for approval of equivalent instruction, with the right of appeal to the Commissioner if approval were denied. Some local school boards regularly denied home schooling applications, only to have them approved on appeal to the Commissioner (Canfield, 1988; Dito, 1988; Garland, 1989).

In 1989, at the urging of the Maine Homeschooling Association, the Maine legislature approved a bill which gave primary responsibility for the approval of all home schooling applications to the Commissioner. Under section 5001-A as amended, applications must be submitted simultaneously to the local district and the Commissioner.

The revised law states "The purpose of local review shall only be to facilitate cooperation between local educators and students receiving equivalent instruction and to permit local boards and educators to provide initial review of the application for completion of information required by state rules." In effect, the limited power that local school boards once had to discourage home schooling by rejecting applications and forcing parents to appeal to the state has now been eliminated. Greg Scott, Director of State-Local Relations for the Department of Education, summarized the situation as follows:

> "Now cases come directly to the Commissioner. Before it was back and forth between here and the local district, and the final appeal was here. Now parents don't have to deal with school boards, some of which have policies that do not allow home schooling. We were always overturning them. The superintendents really don't philosophically believe that parents can provide the same kinds of services that their schools can provide. We don't require that a certified teacher teach them any more. The evaluation piece is easy to get around. I think that what we are seeing is that it is easier and easier to be homeschooled."

To the extent that effective local opposition to home schooling has been eliminated by the 1989 amendments to the education law, there may be continued growth in the number of families engaged in home schooling for some time to come. While some superintendents are dissatisfied by their lack of control over the quality of home schooling arrangements in their districts, the Maine Homeschooling Association appears unwilling to relinquish any of the hard-won independence they achieved in the last legislative session. The Bangor Baptist case offers them an escape from any attempt by the Department of Education or the legislature to tighten state or local control. Homeschooling families have established strong support networks at the local level, and could (if pressed) resist outside control by reorganizing as unapproved private schools.

As of Spring 1990, home schooling had spread to 158 of the state's 280 school administrative units (56.4%), including both urban and rural communities in all parts of the state (see Appendix H). On forms submitted to the Department of Education (local districts receive one half subsidy for each home schooled resident student), thirty units reported ten or more home schooled students. These included: Lewiston (40), SAD 3 - Thorndike (34), Bangor (28), SAD 67 - Lincoln (26), SAD 57 - Waterboro (25), Augusta (22), SAD 34 - Belfast (21), SAD 75 - Topsham (20), Gorham (19), Portland (18), SAD 1 - Presque Isle (17), SAD 9

- Farmington (16), SAD 64 - Corinth (15), SAD 28 - Camden (14), SAD 6 - Buxton (14) and SAD 35 - Eliot (14).

Of the 968 students included in these reports, 874 (90.3%) were elementary (grades K-8), and only 94 (9.7%) were secondary (grades 9-12). This may reflect the fact that most of the students who began home schooling at a relatively early age in recent years have not yet reached the secondary level. It remains to be seen how many of these students will (re)enter schools when they reach the secondary level to take advantage of more specialized instruction and/or extra-curricular activities. On the superintendents survey, thirty-two (32) of the seventy-three superintendents (43.8%) reported that one of more formerly home schooled students had entered schoolsin their units for the 1990-91 school year. In all, 122 such students were reported, including twenty-nine in one district and eighteen in another. The other superintendents all reported seven or fewer. Only three superintendents reported awarding high school diplomas to home schooled students in their districts.

As noted above, one of the major concerns of public school educators regarding home schooling has been the lack of any really effective follow-up assessment of student progress. This is an issue in part because such educators expect that many home schooled students with eventually return to public (or private) schools, when they reach the secondary level, if not before. The Commissioner of Education has proposed revised Chapter 130 rules (Maine Department of Education, 1991) which, among other things, would seek to clarify assessment procedures. At least four bills have been introduced into the 115th Legislature dealing with various other aspects of home schooling, including access to public school facilities and programs for home schooling families, as well as the state subsidy to school administrative units for home schooled students residing in those units (Jackson, 1991). All these current issues are discussed in a separate occasional paper (Mirochnik and McIntire, 1991).

V. CONCLUSION

Through the use of a variety of data sources, we have attempted to sketch a broad overview of the full range of parental choice options with respect to elementary and secondary education in Maine. While there are some details that we have been unable to fill in to our complete satisfaction with the resources available to us, we feel that the picture we have painted is sufficient to identify some broad themes as well as some issues which remain to be addressed.

First, our exploration of parental choice options in Maine demonstrates that a fairly wide range of options does indeed exist. Parents who desire to influence their children's education have a variety of opportunities for doing so. Although we have no direct evidence for Maine in this regard, it seems likely that some parents would be much more aware of the existence of various options than others. This is clearly the case in other states (Maddaus, 1990).

Second, some parents have many more options available to them than others. A family that lives (or can move to) a town with a variety of elementary school program options, with a superintendent who is receptive to parents' wishes, with private schools that charge modest tuition and/or provide financial aid, with an active local homeschooling association and with town tuitioning at the secondary level unrestricted by contract and amply supported by transportation arrangements, has far more options than a family that lives in a town with none of these advantages.

Third, several of these options, most notably town tuitioning, post-secondary options and superintendents' agreements, involve the transfer of funds from the district of residence and/or the state to other educational units. These financial transfers related to enrollment may have implications for school programming and financial planning for the units involved. Bills now under consideration by the legislature regarding inter-district choice and home schooling could add to the existing options with financial implications for districts.

Fourth, while the historical evolution of parental choice options has not been explored in detail, enough evidence exists to point to both some long-standing traditions (e.g. town tuitioned students attending private non-sectarian schools) and some recent changes (e.g. the apparent growth of home schooling spurred on in part by recent changes in state law).

Fifth, while parental choice of school has generally been conceived of as a matter of individual/family choice, this overview suggests the importance of thinking about choice operating at the collective level of the town. For example, when the school committee of a town signs a contract to send all of its high school students to one high school rather than another, that could legitimately be considered an example of parental choice in action.

Sixth, this paper has summarized both those options pursued in accordance with state and federal law and regulations, and those options which exist as a consequence of local policy and informal practice. In some cases, state and federal policies have pre-empted local policy and

practice, while in other cases state and federal policies simply reaffirm local practice or allow it to persist independently. Those engaged in shaping policy with respect to parental choice should pay careful attention to the sometimes stable, sometimes shifting relationships between local, state and federal policy and practice.

Seventh, much remains to be dealt with in future research and policy analysis regarding parental choice options in Maine. Although we have tried to describe choice options from a variety of perspectives, this paper primarily reflects the view from the state capital, supplemented to some extent by information from superintendents. At a very basic level, there is data that would be helpful to have which is not collected by the Department of Education (e.g. enrollment in unapproved private schools, which must be reported to local superintendents but not to the department), as well as data which has been collected but not systematically analyzed (e.g. enrollment data from past years which could be used to help determine school building capacity). At another level, much more needs to be done to fully understand the perspectives of local educational leaders, including what incentives they may have for accepting non-resident students (see discussion of LD 848 above), as well as their views on the relationship between school choice and such policies as curriculum revision and school restructuring. Research on parental (and student) choice criteria and processes should also be replicated for Maine, since most of what exists comes from urban areas and is focused on elementary enrollment. Comparisons of student outcomes in various educational settings have important policy implications and have been actively debated in the educational research literature (Coleman, Hoffer and Kilgore, 1982; Chubb and Moe, 1990). Questions regarding levels of academic achievement and equity effects of choice should be studied in Maine, and the findings shared with local, state and national policy-makers.

We hope that this paper is a useful beginning towards a better understanding of a complex policy issue that touches the lives of all educators, parents and students in Maine. We would welcome further information from the reader regarding any of the options described in this paper.

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APPENDIX A

UNIVERSITY OF MAINE

College of Education

Center for Research and Evaluation
Shibles Hall
Orono, Maine 04469-0121
207/581-2493

November 7, 1990

Dear Superintendent,

Recently, you received **Occasional Paper #7, *Educational Choice: Practical Policy Questions*** by Patricia First, Ed.D. As a follow-up to that publication, we are preparing **"Parental Choice Options in Maine."** We are currently examining enrollment data on town-tuitioning, homeschooling and vocational education as submitted to the Department of Education on Forms EFM 12, EFM 39a-b, and EFB 116 as well as existing choice options and other data for an in-depth look at educational choice.

In addition, we have identified areas where information about various locally administered options is either incomplete or lacking. We ask your cooperation in completing the enclosed survey as a means of acquiring that information. The results of this survey will be incorporated into our final analysis of Maine data.

We ask that you return this survey in the enclosed postage-paid envelope within two weeks of receipt of this letter and enclosure. This will help us get our results out to you in a timely fashion.

If you have any questions about the survey or the project, you may call Denise A. Mirochnik at the Center for Research and Evaluation, 581-2493 or Professor John Maddaus, 591-2429. Thank you.

Sincerely,

Denise A. Mirochnik
Research Associate

John Maddaus
Assistant Professor

Enc.

THE LAND GRANT UNIVERSITY and SEA GRANT COLLEGE OF MAINE

Answering these questions will assist us in completing an in-depth look at educational choice in Maine. Thank you for your cooperation in completing this survey. If you have any questions about this project, please call either Denise Mirochnik, Research Associate, 581-2493, or John Maddaus, Assistant Professor, 582-2429.

1. Do you have within-district choice of elementary schools?
_____ yes; _____ no. If yes, how many schools are involved?
_____
Approximately how many students?_____

2. Do you have alternative programs (e.g. transitional first, ungraded classrooms) within any of your elementary or middle schools?
_____ yes; _____ no.

2a. If yes, how many schools are involved? _____

2b. What types of alternatives are available? _____
_____

2c. Approximately how many students are involved? ____

3. What number of students enroll in schools (elementary or secondary) outside of their residence area as a result of parent/superintendent agreement?

3a. _____ # of students *within* district;
3b. _____ # of students *between* district

3c. What are the reasons for these agreements?

_____ Student living with non-custodial parent
_____ Student's parent employee of the district
_____ Special program needs for student
_____ Other parental employment/child care needs
_____ Other, please describe: _____
_____

4. How many students in your district are enrolled in an alternative secondary program other than vocational education? _____

4a. Location of program(s)?
_____within building
_____separate building adjacent to school
_____another location within district
_____another location outside district.

6. What type(s) of alternative programs are available to secondary students?
_____ Community-based learning approach (work study)
_____ Within school (features may include flexible attendance, classroom modifications, low faculty/student ratios)
_____ Individualized program (negotiated agreement between principal/teacher/student)
_____ Specially developed program based on student(s) needs (counseling a predominant feature)
_____ Other, please describe: _____
_____

7. How many students in your district are enrolled in college courses? _____ # of students.

7a. Of these students, what number are enrolled through:
_____ ITV
_____on college campus

7b. What subjects are being studied?_____
_____

7c. Total number of courses taken? _____

7d. How many of these students are enrolled in courses at a college campus as a result of and subject to the requirements of the Limited Post-Secondary Options Act? _____ (# of students)

7e. How many of these students are enrolled in college courses at a college campus or through ITV as a result of another agreement (e.g. verbal) with the college and student/parents?_____ students.

8. Does the school committee in your district have policies on any of these options?_____ yes; _____ no. If yes, which options does the policy(ies) cover?_____
Briefly summarize the policy(ies):_____
_____
_____
_____
_____
_____

9. How many formerly home-schooled students entered your schools for the 1990-1991 school year? _____

10. How many high school diplomas were awarded to home-schooled students in your district in June 1990? _____

11. District Characteristics:

10a. Organization (Check One)

_____ SAD
_____ Union
_____ CSD
_____ Cities and towns with individual supervision

10b. Number of school buildings including grades

_____ K-8
_____ 9-12

10c. Number of students, K - 12

_____ under 500
_____ 500-1000
_____ 1000-2000
_____ Over 2000

Please return this survey in the enclosed, postage-paid envelope. Thank you for your cooperation.

11/6/90

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Appendix B
Vocational Technical Programs
State-Wide
By Gender, 1989-1990

Program	Total Enrolled (m/f)	No. & % Males	No. & % Females
Building Property Maintenance	34	34 100%	0
Bricks, Stone and Masonry	43	43 100%	0
Commercial Fishing	39	39 100%	
Plumbing	36	36 100%	0
Heating/Air Conditioning	21	21 100%	0
Electrician	150	148 99%	2 1%
Agricultural Mechanics	58	57 98%	1 2%
Elect./Power Transmission	58	57 98%	1 2%
Metal Fabrication	104	102 98%	2 2%
Heavy Equipment Maintenance	67	65 95%	2 5%
Electronics Equipment Repair	81	79 97%	2 3%
Carpentry	577	562 97%	15 3%
Auto Repair	247	237 96%	10 4%

Appendix B - continued

Program	Total Enrolled	No.&% Males	No.&% Females
Small Engine Repair	59	56 95%	3 5%
Truck/Bus Driving	38	36 95%	2 5%
Machine Tools	149	141 95%	8 5%
Forestry Products	115	108 94%	7 6%
Agriculture	44	41 93%	3 7%
Welding	202	185 92%	17 8%
Auto Mechanics	737	650 88%	87 12%
Drafting	261	213 82%	48 18%
Construction Trades	169	130 77%	39 23%
Accounting	55	36 65%	19 35%
Commercial Art	33	19 58%	14 42%
Graphics	125	73 58%	52 42%
Horticulture	52	25 48%	27 52%
Food Products	290	130 45%	160 55%

Appendix B - continued

Program	Total Enrolled	No.&% Males	No.&% Females
Business Management	44	19 44%	24 56%
Computer Skills	75	29 39%	46 61%
Hospitality	27	9 34%	18 66%
Retailing	45	15 34%	30 66%
Business/Data Processing	207	67 32%	140 68%
Institution/Home Management	47	14 30%	33 70%
Marketing/Distribution	256	62 24%	194 76%
Typing/Office Clerk	79	8 10%	71 90%
Allied Health Fields	325	19 6%	305 94%
Child Care	228	7 3%	221 97%

APPENDIX C

115th MAINE LEGISLATURE

FIRST REGULAR SESSION-1991

Legislative Document **No. 848**

H.P. 597 House of Representatives, February 26, 1991

Reference to the Committee on Education suggested and ordered printed.

EDWIN H. PERT, Clerk

Presented by Representative STEVENS of Sabattus.
Cosponsored by Senator GOULD of Waldo, Representative SKOGLUND of St. George and Representative ST. ONGE of Greene.

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND NINETY-ONE

An Act to Establish a School Choice Program.

Printed on recycled paper

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA c. 214 is enacted to read:

CHAPTER 214

ENROLLMENT OPTIONS

§5301. Enrollment options program

1. Establishment. An enrollment options program is established to enable any student residing in the State to attend a school in a school administrative unit in which the student does not reside, subject to the limitations in this chapter.

2. Closed units. A school board may determine that nonresident students may not attend any schools within that school board's administrative unit according to this chapter.

3. Student application procedures. In order that a student may attend a school in a nonresident unit, the student's parent or guardian must submit an application to the nonresident unit. Before submitting an application, the student and the student's parent or guardian must meet with a school guidance counselor, or other appropriate staff member employed by the unit the student is currently attending, to discuss the student's academic or other reason for applying to enroll in a nonresident unit. The student's application must identify the reason for enrolling in the nonresident unit. The parent or guardian of a student must submit an application by January 1st for initial enrollment beginning the following school year. The application must be on a form provided by the Department of Education. A particular school may be requested by the parent. Once enrolled in a nonresident unit, the student may remain enrolled and is not required to submit annual or periodic applications. To return to the resident unit or to transfer to a different nonresident unit, the parent or guardian of the student must provide notice to the resident unit or apply to a different nonresident unit by January 1st for enrollment beginning the following school year.

4. Nonresident unit procedures. A unit that does not exclude nonresident students under subsection 2 shall notify the parent or guardian in writing by February 1st whether the application has been accepted or rejected. If an application is rejected, the unit shall state in the notification the reason for rejection. The parent or guardian shall notify the nonresident unit by February 15th if the student intends to enroll in the nonresident unit. Notice of intent to enroll in the nonresident unit obligates the student to attend the nonresident unit during the following school year unless the school boards of the resident and the nonresident units agree in writing to allow the student to transfer back to the resident unit or the

APPENDIX C - continued

student's parents or guardians change residence to another unit. If a parent or guardian does not notify the nonresident unit, the student may not enroll in that nonresident unit during the following school year unless the school boards of the resident and nonresident unit agree otherwise. The nonresident unit shall notify the resident unit by March 1st of the student's intent to enroll in the nonresident unit. The same procedures apply to a student who applies to transfer from one participating nonresident unit to another participating nonresident unit.

5. Basis for decisions. Each school board shall adopt specific standards for acceptance and rejection of applications. Standards include the capacity of a program, class, grade level or school building. Standards do not include previous academic achievement, athletic or other extracurricular ability, any physical or mental handicap, proficiency in the English language or previous disciplinary proceedings.

6. Waiver of deadlines. Notwithstanding subsection 3, upon agreement of the resident and nonresident school units, a student may submit an application to a nonresident unit after January 1st for enrollment beginning the following school year. The student, the student's parent or guardian, the unit of residence and the unit of attendance must observe in a prompt and efficient manner the application and notice procedures in subsections 3 and 4, except that the application and notice deadlines do not apply.

7. Previous enrollment. Any student enrolled on January 1, 1991 in a school administrative unit in which the student was not a resident may continue enrollment in that unit.

8. Information. A unit that does not exclude nonresident students under subsection 2 shall make information about the unit, its schools, programs, policies and procedures available to all interested persons.

§5302. Graduation credits

A nonresident unit shall accept graduation credits awarded by another unit. The nonresident unit shall award a diploma to a nonresident student if the student meets that unit's graduation requirements.

§5303. Transportation

If requested by the parent of a student, the nonresident unit shall provide transportation within the unit.

The resident unit is not required to provide or pay for transportation between the student's residence and the border of the nonresident unit. A parent may be reimbursed by the nonresident unit for the costs of transportation from the

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student's residence to the border of the nonresident unit if the student is from a family whose income is at or below the poverty level determined by the Federal Government.

Costs of the nonresident unit incurred in providing transportation under this section are counted as transportation operating costs under the School Finance Act of 1985, chapter 606.

§5304. Education aid

The effect of sending a student to attend school in another unit or receiving a student from another unit on state education aid is governed by the School Finance Act of 1985, chapter 606.

§5305. Commissioner's responsibilities

The commissioner is responsible for coordinating the implementation of this chapter. Specific duties of the commissioner include but are not limited to:

1. Information and technical assistance. Informing school administrative units and school boards of their responsibilities under this chapter and providing technical assistance to assist in compliance with those responsibilities;

2. Forms. Developing and distributing applications and other forms necessary for compliance with this chapter;

3. Funding formula. Coordinating the distribution of state funds through the School Finance Act of 1985, chapter 606, for students exercising their enrollment option under this chapter; and

4. Rules. Adopting rules in accordance with the Maine Administrative Procedure Act necessary to implement this chapter. These rules must include but are not limited to rules that prescribe the procedures to be followed by school administrative units and school boards in providing enrollment options and procedures for families and students exercising the enrollment options provided by this chapter.

Sec. 2. 20-A MRSA §15608, sub-§1, as enacted by PL 1983, c. 859, Pt. G, §§2 and 4, is amended to read:

1. Operating cost allocation. The maximum operating cost allocation ~~shall be~~ is the total of:

A. The product determined by multiplying the sum of the average number of resident pupils in kindergarten and grades one to 8 in the unit on April 1st and October 1st of the calendar year immediately prior to the year of allocation, ~~excluding~~ plus the number of nonresident elementary pupils

APPENDIX C - continued

accepted for enrollment by the unit under chapter 214, less the number of the unit's elementary pupils accepted for enrollment by other units under chapter 214, less special education tuition pupils, by the elementary foundation per pupil operating rate as established in section 15607; and

B. The product determined by multiplying the sum of the average number of resident pupils in grades 9 to 12 in the unit on April 1st and October 1st of the calendar year immediately prior to the year of allocation, excluding plus the number of nonresident secondary pupils accepted for enrollment by the unit under chapter 214, less the number of the unit's secondary pupils accepted for enrollment by other units under chapter 214, less special education tuition pupils, by the secondary foundation per pupil operating rate as established in section 15607.

STATEMENT OF FACT

This bill broadens public education options for parents and students and provides that residence is no longer a prerequisite for enrollment in a school administrative unit. A student may attend the public school of the student's choosing subject to some minor limitations. Amendments have been made to the School Finance Act of 1985 to reflect the potential increase in enrollment. These amendments allow funding "to follow" the student and provide an incentive for each school to maintain or increase enrollment levels. The Commissioner of Education is responsible for the coordination and implementation of this bill.

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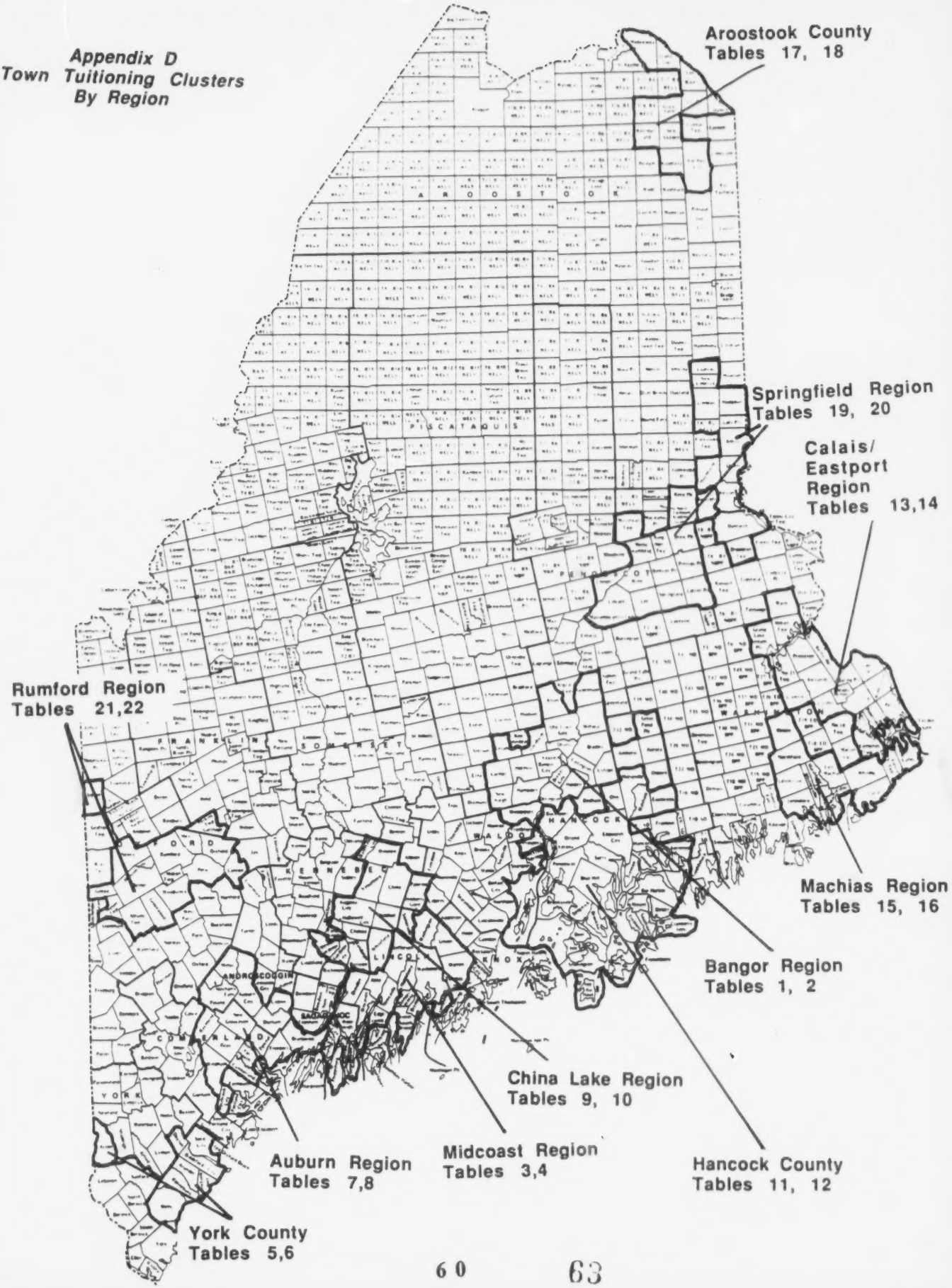
Appendix D
Town Tuitioning Clusters
By Region



Appendix D, Table 1
Town Tuitioning of Regular Students in Grades 9 - 12
Bangor Region
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Glenburn	209	65 31.10% (Bangor)	62 29.70% (Orono)	41 19.60% (JBapst)	40 19.10% (Hermon)
Dedham	60	28 46.70% (Brewer)	25 41.70% (JBapst)	6 10.00% (Bangor)	1 1.70% (SAD 22)
Veazie	102	50 49.00% (Orono)	30 29.40% (JBapst)	12 11.80% (Bangor)	4 3.90% (Brewer)
Orrington	224	140 62.50% (Brewer)	69 30.80% (JBapst)	7 3.10% (Bangor)	5 2.20% (Buckspt)
Airline CSD	23	16 69.60% (Brewer)	3 13.00% (JBapst)	2 8.70% (Bangor)	2 8.70% (Elswrth)
Indian Island	33	24 72.70% (OldTown)	4 12.10% (JBapst)	3 9.10% (Orono)	1 3.00% (FrybgAc)
SAD 63	280	214 76.40% (Brewer)	54 19.30% (JBapst)	7 2.50% (Bangor)	2 0.70% (Orono)
Greenbush	80	71 88.80% (OldTown)	3 3.80% (SAD 31)	2 2.50% (JBapst)	2 2.50% (LeeAc)
Milford	151	139 92.10% (Old Town)	9 6.00% (Orono)	3 2.00% (JBapst)	

Appendix D, Table 1 - continued

Sending Unit	Total Pupils	No.&% Largest	No.&% Second	No.&% Third	No.&% Fourth
Bradley	61	58 95.10% (OldTown)	1 1.60% (Brewer)	1 1.60% (JBapst)	1 1.60% (SAD 22)
SAD 23**	208	208 100% (Hermon)			
Alton	32	32 100% (OldTown)			
Greenfield	9	9 100% (OldTown)			
TOTAL:	1472	1054 71.60%	260 17.70%	84 5.70%	58 3.90%

*In order of % Largest Receiving School (lowest to highest)

**All SAD 23 students attend Hermon High under a five-year contract between the Hermon School Committee and the SAD 23 Board of Directors signed by both parties on December 9, 1988. This contract contains the following exception: "A tuition waiver may be granted in unusual and extenuating circumstances if it is deemed impractical for a student to attend Hermon High, provided both the SAD No. 23 Board of Directors and the Hermon School Committee agree. A waiver will not be granted if the request has to do with athletics. It is further agreed that the language of the 'Exception' provision will be subject to review and, if requested by either party, renegotiated, at the end of the 1989-1990 school year."

Receiving School Abbreviations: JBapst=John Bapst High School; Buckspt=Bucksport; Ellswrth=Ellsworth; FrybgAc-Fryeburg Academy; Lee Acad=Lee Academy; OldTown=Old Town

Appendix D, Table 2
Town Tuitioning of Regular Students in Grades 9 - 12
Bangor Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Hermon**	479	250 52.20%	208 43.40% (SAD 23)	40 8.40% (Glenbn)	2 0.40% (Veazie)
Brewer	819	404 49.30%	214 26.10% (SAD 63)	140 17.10% (Orngton)	28 3.40% (Ddham)
Old Town	749	344 45.90%	139 18.60% (Milford)	71 9.50% (Grnbsh)	58 7.70% (Bradley)
Orono	373	127 34.00%	62 16.60% (Glenbn)	50 13.40% (Veazie)	9 2.40% (Milford)
Bangor	1228 516	100 8.10%	65 5.30% (Glenbn)	12 1.00% (Veazie)	7 0.60% (2places)
SAD 22	666	8 1.20%	2 0.30% (Orngtn)	2 0.30% (Ornevl)	1 0.20% (4places)
Subtotal:	4314	1233 28.60%	690 16.00%	315 7.30%	105 2.40%
PRIVATE:					
John Bapst	335	233 69.60%	69 20.60% (Orngton)	54 16.10% (SAD 63)	41 12.20% (Glenbn)
TOTAL:	4649	1466 31.50%	759 16.30%	369 7.90%	146 3.10%

Appendix D, Table 2 - continued

*In order of % Town Tuitioned Pupils (highest to lowest)

**All SAD 23 students attend Hermon High under a five-year contract between the Hermon School Committee and the SAD 23 Board of Directors signed by both parties on December 9,1988. This contract contains the following exception: "A tuition waiver may be granted in unusual and extenuating circumstances if it is deemed impractical for a student to attend Hermon High, provided both the SAD No. 23 Board of Directors and the with Hermon School Committee agree. A waiver will not be granted if the request has to do with athletics. It is further agreed that the language of the 'Exception' provision will be subject to review and, if requested by either party, renegotiated at the end of the 1989/90 school year."

Sending Unit Abbreviations: Glenbn=Glenburn; Grnbsh=Greenbush; Orngton=Orrington; Ornevl=Orneville; Ddham=Dedham

Appendix D, Table 3
Town Tuitioning of Regular Students in Grades 9 - 12
Midcoast Region
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Bremen	39	24 61.50% (Lincoln)	13 33.30% (SAD 40)	1 2.50% (Gould)	1 2.50% (ouofst)
Jefferson	104	66 63.50% (Lincoln)	26 25.00% (SAD 40)	8 7.70% (Erskine)	2 1.90% (Augusta)
Edgecomb	51	34 66.70% (Wiscast)	7 13.70% (Boothby)	6 11.80% (Lincoln)	2 3.90% (Gould)
Alna	41	30 73.20% (Wiscast)	6 14.60% (Lincoln)	3 7.30% (ouofst)	1 2.40% (2 places)
Newcastle	65	56 86.20% (Lincoln)	4 6.20% (ouofst)	3 4.60% (Gould)	1 1.50% (2places)
Woolwich	142	126 88.70% (Bath)	12 8.40% (Wiscast)	4 2.80% (NYarmth)	
Nobleboro	80	72 90.00% (Lincoln)	7 8.80% (SAD 40)	1 1.20% (Gould)	
So. Bristol	36	33 91.70% (Lincoln)	1 2.80% (Gould)	1 2.80% (KentsHI)	1 2.80% (ouofst)
Damariscotta	96	89 92.70% (Lincoln)	2 2.10% (Boothby)	2 2.10% (SAD 40)	1 1.00% (3places)

Appendix D, Table 3 - continued

Sending Unit	Total Pupils	No.&% Largest	No.&% Second	No.&% Third	No.&% Fourth
Georgetown	31	29 93.50% (Bath)	1 3.20% (SAD 75)	1 3.20% (ouofst)	
Arrowsic	16	15 93.80% (Bath)	1 6.20% (Gould)		
West Bath	87	82 94.30% (Bath)	2 2.30% (Waynflt)	2 2.30% (SAD 75)	1 1.10% (Brnswck)
Bristol	144	137 95.10% (Lincoln)	3 2.10% (Gould)	2 1.40% (ouofst)	1 0.70% (2places)
Phippsburg	107	104 97.20% (Bath)	1 0.90% (Hyde)	1 0.90% (Brnswck)	1 0.90% (NYarmth)
Dresden	62	61 98.40% (Wiscast)	1 1.60% (Erskine)		
Westport	28	28 100% (Wiscast)			
TOTAL:	1097	957 87.20%	87 7.90%	35 3.20%	12 1.10%

*In order of % Largest Receiving School (lowest to highest)

Receiving School Abbreviations: Boothby=Boothbay CSD; Brnswck=Brunswick; KentsHl=Kent's Hill; NYarmth=North Yarmouth; ouofst=out of state; Waynflt=Wayneflete; Wiscast=Wiscasset

Appendix D, Table 4
Town Tuitioning of Regular Students in Grades 9 - 12
Midcoast Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned School	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Wiscasset	373	194 52.00%	61 16.30% (Dresden)	34 9.10% (Edgcmb)	30 8.00% (Alna)
Bath	813	356 43.70%	126 15.40% (Wolwch)	104 12.70% (Phpsbg)	82 10.10% (WBath)
SAD 40	607	49 7.20%	26 4.20% (Jefrsn)	13 2.10% (Bremen)	7 1.20% (Noblbr)
Subtotal:	1793	599 33.40%	213 11.90%	151 8.40%	119 6.60%
PRIVATE:					
Lincoln Ac.	516	515 99.80%	137 26.60% (Bristl)	89 17.20% (Dmarsc)	66 12.80% (Jefrsn)
TOTAL:	2309	1114 48.20%	350 15.20%	240 10.40%	175 7.60%

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: Bristl-Bristol; Dmarsc=Damariscotta; Edgcmb=Edgecomb; Jefrsn=Jefferson; Noblbr=Nobleboro; Phpsbg=Phippsburg; Wolwch=Woolwich

Appendix, Table 5
Town Tuitioning of Regular Students in Grades 9 - 12
York County
Local Resident Pupils Attending Outside Schools

Sending School*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Arundel	175	91 52.00% (SAD 71)	77 44.00% (Bdfrd)	4 2.20% (ThrntnAc)	2 1.10% (WnfltAc)
Acton	66	58 87.80% (Wls/Ognqt)	7 10.60% (SoBerAc)	1 1.50% (ouofst)	
Dayton	75	75 100% (ThrntnAc)			
Saco	738	738 100% (ThrntnAc)			
TOTAL:	1054	962 91.20%	84 7.90%	5 <1%	2 <1%

*In order of % Largest Receiving School (lowest to highest)

Sending Unit Abbreviations: WlsOgnqt=Wells/Ogunquit CSD; SoBerAc=So. Berwick Academy; ouofst=out of state; Bdfrd=Biddeford; WnfltAc=Wayneflete Academy; ThrntnAc=Thornton Academy

Appendix D, Table 6
Town Tuitioning of Regular Students in Grades 9 - 12
York County
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned School	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
SAD 71	682	92 13.40%	91 13.30% (Arundel)	1 <1% (Kittery)	
Wells/Ogunquit CSD	481	59 12.20%	58 12.00% (Acton)	1 <1% (Kittery)	
Biddeford	1006	77 7.60%	77 100% (Arundel)		
Subtotal:	2169	228 10.50%	226 10.40%	2 <1%	
PRIVATE:					
So. Berwick Academy	160	7 4.30%	7 100% (Acton)		
Thornton Ac.	823	817 99.20%	738 90.30% (Saco)	75 9.10% (Dayton)	4 <1% (Arndel)
TOTAL:	3152	1052 33.30%	971 30.80%	77 2.40%	

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: Arndel=Arundel

Appendix D, Table 7
Town Tuitioning of Regular Students in Grades 9 - 12
Auburn Region
Local Resident Pupils Attending Outside Schools

Sending School*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Raymond	145	67 46.20% (Wndhm)	57 39.30% (Wstbrk)	9 6.20% (SAD 15)	4 2.70% (2places)
Durham	201	139 69.10% (Brnswk)	26 12.90% (Auburn)	15 7.40% (Freprt)	8 3.90% (Lsbn)
Poland	226	163 72.10% (Auburn)	38 16.80% (SAD 15)	20 8.80% (HbrnAc)	2 <1% (ouofst)
Pownal (SAD 62)	92	71 77.10% (SAD 51)	19 21.10% (Freprt)	1 1.00% (Wstbrk)	
Minot	77	74 96.10% (Auburn)	1 1.20% (HbrnAc)	1 1.20% (SAD 52)	1 1.20% (ouofst)
Mechanics Falls	125	125 100% (Auburn)			
TOTAL:	866	639 73.70%	141 16.20%	46 5.30%	15 1.70%

*In order of % Largest Receiving School (lowest to highest)

Sending Unit Abbreviations: HbrnAc=Hebron Academy; outofst=out of state; Brnswk=Brunswick; Freprt=Freeport; Lsbn=Lisbon; Wndhm=Windham; Wstbrk=Westbrook;

Appendix D, Table 8
Town Tuitioning of Regular Students in Grades 9 - 12
Auburn Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned School	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Auburn	1509	388 25.70%	163 10.80% (Poland)	125 8.20% (McFls)	74 4.90% (Minot)
Brunswick	1007	141 14.00%	139 14% (Durham)	1 <1% (Phpsbg)	1 <1% (WBath)
SAD 51 Cumberland	533	75 14.00%	71 13.30% (SAD 62- Pownal)	4 <1% (Durham)	
Freeport	280	20 7.10% (SAD 62- Pownal)	15 5.30% (Durham)		
Windham	725	67 9.20%	67 9.20% (Raymnd)		
Westbrook	838	59 7.00%	57 6.80% (Raymnd)	1 <1% (2places)	
SAD 15	592	43 7.20%	38 6.40% (Poland)	9 1.50% (Raymnd)	
Subtotal:	5484	793 14.40%	550 10.00%	140 2.50%	75 1.30%

Appendix D, Table 8 - continued

Receiving School	Total Pupils	No.&% Town	No.&% Largest	No.&% Second	No.&% Third
PRIVATE:					
Hebron Academy	207	28 13.50%	20 10% (Poland)	2 <1% (2places)	1.60%
TOTAL:	5484	793 14.40%	550 10.00%	140 2.50%	75 1.30%

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: McFls=Mehcanic Falls; Raymnd=Raymond; Phpsbg=Phippsburg;

Appendix D, Table 9
Town Tuitioning of Regular Students in Grades 9 - 12
China Lake Region
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Whitefield	128	31 24.20% (Erskine)	29 22.60% (Wiscast)	23 17.90% (SAD 11)	22 17.10% (Lincoln)
Vassalboro	176	70 39.70% (Winslow)	36 20.40% (Watervl)	25 14.20% (OakGrov)	22 12.50% (Augusta)
Chelsea	140	60 42.80% (SAD 11)	51 36.40% (SAD 16)	26 18.50% (Augusta)	2 1.40% (Erskine)
Windsor	106	71 66.90% (Erskine)	16 15.00% (Augusta)	16 15.00% (SAD 11)	2 1.80% (SAD 16)
Somerville Plt.	16	11 68.70% (Erskine)	3 18.70% (Lincoln)	1 6.20% (Augusta)	1 6.20% (SAD 42)
China	235	165 70.20% (Erskine)	33 14.00% (Watervl)	20 8.50% (Winslow)	6 2.50% (Augusta)
Palermo	44	35 79.50% (Erskine)	5 11.30% (Augusta)	2 4.50% (Winslow)	1 2.20% (OakGrov)
TOTAL:	845	443 52.40%	193 22.80%	113 13.40%	56 6.60%

*In order of % Largest Receiving School (lowest to highest)
Receiving School Abbreviations: OakGrov=Oak Grove; Watervl=Waterville; Wiscast=Wiscasset

Appendix D, Table 10
Town Tuitioning of Regular Students in Grades 9 - 12
China Lake Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
SAD 16	403	66 16.30%	51 12.70% (Chelse)	13 3.20% (White)	2 0.50% (Windsr)
Winslow	574	92 16.00%	70 12.20% (Vassal)	20 3.50% (China)	2 0.30% (Palrmo)
SAD 11	1028	100 9.70%	60 5.80% (Chelse)	23 2.20% (White)	16 1.60% (Windsr)
Waterville	742	70 9.40%	36 4.80% (Vassal)	33 4.40% (China)	1 0.10% (Orngtn)
Augusta	1042	87 8.30%	26 2.40% (Chelse)	22 2.10% (Vassal)	16 1.50% (Windsr)
Subtotal:	3789	415 11.00%	243 6.40%	111 2.90%	37 1.00%
PRIVATE:					
Erskine Academy	350	349 99.70%	165 47.10% (China)	74 21.10% (Windsr)	36 10.30% (Palrmo)
Oak Grove Ac.	76	34 44.70%	25 32.90% (Vassal)	5 6.60% (China)	2 2.60% (PlesPt)
Subtotal:	426	383 89.90%	190 44.60%	79 18.50%	38 8.90%

Appendix D, Table 10 - continued

Receiving School	Total Pupils	No.&% Town	No. &% Largest	No.&% Second	No.&% Third
TOTAL:	4215	798 18.90%	433 10.30%	190 4.50%	75 1.80%

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: Chelse=Chelsea; Palrmo=Palermo; PlesPt=Pleasant Point; Vassa=Vassalboro; White=Whitefield; Windsr=Windsor

Appendix D, Table 11
Town Tuitioning of Regular Students in Grades 9 - 12
Hancock County
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Surry	50	26 52.00% (Ellswth)	24 48.00% (StvnsAc)		
Castine	45	24 53.30% (StvnsAc)	14 31.10% (Bcksprt)	5 11.10% (outofst)	1 2.00% (2places)
SAD 76	9	7 71.40% (MtDsrt)	2 28.50% (FrybgAc)		
Hancock	75	54 72.20% (Ellswth)	17 22.60% (SmrCSD)	4 5.30% (MtDsrt)	
Cranberry Isles	4	3 75.00% (MtDsrt)	1 25.00% (HbrnAc)		
Orland	111	86 77.40% (Bcksprt)	18 16.20% (StvnsAc)	8 7.20% (Elswrth)	2 1.80% (outofst)
Sedgwick	42	36 85.70% (StvnsAc)	5 11.90% (Drlsl/ Stngtn)	1 2.30% (outofst)	
Trenton	38	33 86.80% (MtDsrt)	4 10.50% (Ellswth)	1 2.60% (KtsHill)	

Appendix D, Table 11 - continued

Sending Unit	Total Pupils	No.&% Largest	No.&% Second	No.&% Third	No.&% Fourth
Penobscot	62	54 87.00% (StvnsAc)	8 12.90% (Bcksprt)		
Lamoine	58	51 87.90% (Ellswth)	5 8.60% (MtDsrt)	2 3.40% (Outofst)	
SAD 18	67	62 92.50% (Bcksprt)	5 7.40% (Ellswth)		
Blue Hill	94	88 93.60% (StvnsAc)	3 3.00% (Outofst)	1 1.00% (Bcksprt)	1 1.00% (Ellswth)
Brooklin	32	30 93.70% (StvnsAc)	1 (T) 3.00% (CrbstAc)	1(T) 3.00% (DrIsl/ Stngton)	
Brooksville	36	34 94.40% (StvnsAc)	1 (T) 2.00% (HbrnAc)	1 (T) 2.00% (DrIsl/ Stngton)	
Otis	20	19 95.00% (Ellswth)	1 5.00% (Brewer)		
Isle Au Haut	2	2 100% (MtDsrt)			
Long Isl. Plt.	2	2 100% (MtDsrt)			
Mariaville	11	11 100% (Ellswth)			

Appendix D, Table 11 - continued

Sending Unit	Total Pupils	No.&% Largest	No.&% Second	No.&% Third	No.&% Fourth
SAD 26	37	37 100% (Ellswth)			
TOTAL:	803	666 82.90%	110 13.60%	23 2.80%	4 <1%

*In order of % Largest Receiving School (lowest to highest)

Receiving School Abbreviations: Brnswk=Brunswick; StvnsAc=George Stevens Academy; Bcksport=Bucksport; outofst=out of State; Ellswth= Ellsworth; Kts Hill=Kents Hill; MtDsrt=Mt Desert HS; FrybgAc=Fryeburg Academy; SmrCSD=Sumner CSD; HbrnAc=Hebron Academy; DrIsl/Stngton=Deer Isle/Stonington; CrbstAc=Carrabasset Academy

Appendix D, Table 12
Town Tuitioning of Regular Students in Grades 9 - 12
Hancock County
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Ellsworth	547	248 45.30%	54 9.80% (Hancock)	51 9.30% (Lmoine)	37 6.70% (SAD 26)
Bucksport	466	174 37.30%	83 17.80% (Orland)	67 14.30% (SAD 18)	14 3.00% (Castine)
Mt. Desert HS	482	56 11.60%	33 6.80% (Trenton)	7 1.40% (SAD 76)	5 1.20% (Lmoine)
Sumner HS	338	20 5.90%	17 5% (Hancock)	3 <1% (T7,SD)	
Deer Isle/ Stonington	155	8 5.10%	5 3.20% (Sdgwk)	1 <1% (3places)	
Subtotal:	1988	506 25.40%	192 9.60%	126 6.30%	56 2.80%
PRIVATE:					
George Stevens Ac.	310	308 99.30%	88 28.50% (BlueHill)	54 17.50% (Pnbsct)	36 11.60% (Sdgwk)
Total:	2298	814 35.40%	280 12.10%	180 7.80%	92 4.00%

*In order of % Town Tuitioned Pupils (highest to lowest)
Sending Unit Abbreviations: Pnbsct = Penobscot; Sdgwk = Sedgwick; Lmoine= Lamoine

Appendix D, Table 13
Town Tuitioning of Regular Students in Grades 9 - 12
Calais/Eastport Region
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Peter Dana Pt.	36	16 44.40% (Calais)	15 41.70% (LeeAcad)	2 5.60% (FrybgAc)	2 5.60% (KentsHl)
Pleasant Pt.	43	26 60.50% (LeeAcad)	1 25.60% (Eastprt)	2 4.70% (OakGrov)	1 2.30% (4places)
Alexander	24	17 70.80% (Calais)	7 29.20% (Bailyvl)		
Cooper	4	3 75.00% (Bailyvl)	1 25.00% (Calais)		
Dennysville	17	13 76.50% (Eastprt)	4 23.50% (WshgtAc)		
Edmunds Plt.	19	15 78.90% (Eastprt)	4 21.10% (WshgtAc)		
Crawford	6	5 83.30% (Calais)	1 16.70% (Bailyvl)		
Charlotte	17	16 94.10% (Calais)	1 5.90% (Eastprt)		
Perry	42	40 95.20% (Eastprt)	1 2.40% (WshgtAc)	1 2.40% (Calais)	

Appendix D, Table 13 - continued

Sending Unit	Total Pupils	No.&% Largest	No.&% Second	No.&% Third	No.&% Fourth
Robbinston	22	21 95.50% (Calais)	1 4.50% (Bailyvl)		
Princeton	53	53 100% (Bailyvl)			
Pembroke**	45	45 100% (WshgtAc)			
Baring Plt.	20	20 100% (Calais)			
Waite	10	10 100% (Bailyvl)			
Grand Lake Stream	8	8 100% (Baileyvl)			
Meddybemps	6	6 100% (Bailyvl)			
TOTAL:	372	314 84.40%	46 12.40%	5 1.30%	3 0.80%

*In order of % Largest Receiving School (lowest to highest)

**Pembroke students attend Washington Academy under a contract between the town and the academy. Any student wishing to attend a school other than the academy must submit a written request, to be acted upon by the town school committee with the advice of the academy trustees. Such other enrollments are normally limited to 1% of the town's students, but additional transfers may be made by mutual agreement of the school committee and trustees.

Receiving School Abbreviations: Bailyvl=Baileyville; WshgtAc=Washington Academy; Eastprt=Eastport; FrybgAc=Fryeburg Academy; KentsHl=Kent's Hill; LeeAcad= Lee Academy; OakGrov=Oak Grove

Appendix D, Table 14
Town Tuitioning of Regular Students in Grades 9 - 12
Calais/Eastport Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Baileyville	216	96 44.40%	53 24.50% (Prnctn)	10 4.60% (Waite)	8 3.70% (GrLkSm)
Eastport	187	80 42.80%	40 21.40% (Perry)	15 8.00% (EdmPlt)	13 7.00% (Denyvl)
Calais	287	97 33.80%	21 7.30% (Robstn)	20 7.00% (BrgPlt)	17 5.90% (Alexdr)
TOTAL:	690	273 39.60%	114 16.50%	45 6.50%	38 5.50%

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: Alexdr=Alexander; BrgPlt=Baring Plantation; Denyvl= Dennysville; EdmPlt=Edmunds Plantation; GrLkSm-Grand Lake Stream; Prncton= Princeton; Robstn=Robbinston

Appendix D, Table 15
Town Tuitioning of Regular Students in Grades 9 - 12
Machias Region
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Centerville	2	1 50.00% (Machias)	1 50.00% (SAD 37)		
Wesley	5	3 60.00% (Machias)	2 40.00% (WshgtAc)		
Jonesboro	23	15 65.20% (Machias)	8 34.80% (WshgtAc)		
Trescott	12	9 75.00% (Lubec)	3 25.00% (WashgtAc)		
Marshfield	29	26 89.70% (Machias)	3 10.30% (WashgtAc)		
SAD 77**	223	218 97.80% (WshgtAc)	2 0.90% (HebrnAc)	2 0.90% (Machias)	1 0.40% (SAD 19)
Whitneyville	21	21 100% (Machias)			
Roque Bluffs	11	11 100% (Machias)			
Northfield	6	6 100% (Machias)			

Appendix D, Table 15 - continued

Sending Unit	Total Pupils	No.&% Largest	No.&% Second	No.&% Third	No.&% Fourth
TOTAL:	332	310 93.40%	19 5.70%	2 0.60%	1 0.30%

*In order of % Largest Receiving School (lowest to highest)

**SAD 77 students attend Washington Academy under a contract between the district and the academy. Any student wishing to attend a school other than the academy must submit a written request, to be acted upon by the district board with the advice of the academy trustees. Such other enrollments are normally limited to 4 students, but additional transfers may be made by mutual agreement of the district board and trustees.

Receiving School Abbreviations: HebrnAc=Hebron Academy; WshgtAc=Washington Academy

Appendix D, Table 16
Town Tuitioning of Regular Students in Grades 9 - 12
Machias Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned School	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Machias	186	85 45.70%	26 14.00% (Mrshfd)	21 11.30% (Whtnvl)	15 8.10% (Jnsbro)
Lubec	113	10 8.80%	9 8.00% (Tresct)	1 0.90% (SAD 77)	
Subtotal:	299	95 31.80%	35 11.70%	22 7.40%	15 5.00%
PRIVATE:					
Washington Academy**	293	291 99.30%	218 74.40% (SAD 77)	45 15.40% (Pembrk)	8 2.70% (Jnsbro)
TOTAL:	592	386 65.20%	253 42.70%	67 11.30%	23 3.90%

*In order of % Town Tuitioned Pupils (highest to lowest)

**SAD 77 students attend Washington Academy under a contract between the district and the academy. Any student wishing to attend a school other than the academy must submit a written request, to be acted upon by the district board with the advice of the academy trustees. Such other enrollments are normally limited to 4 students, but additional transfers may be made by mutual agreement of the district board and trustees. Pembroke students may attend Washington Academy under a nearly identical contract.

Sending Unit Abbreviations: Jnsbro=Jonesboro; Mrshfd=Marshfield; Pembrk=Pembroke; Tresct=Trescott; Whtnvl=Whitneyville

Appendix D, Table 17
Town Tuitioning of Regular Students in Grades 9 - 12
Aroostook County
Local Resident Pupils Attending Outside Schools

Sending School*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Grand Isle	42	24 57.10% (Mdwska)	18 42.80% (SAD 24)		
Woodland	89	89 100% (Caribou)			
Connor Plt.	33	33 100% (Caribou)			
New Sweden	42	42 100% (Caribou)			
Stockholm	22	22 100% (Caribou)			
Westmoreland Plantation	3	3 100% (Caribou)			
T16R4WELS	8	8 100% (Caribou)			
TOTAL:	239	221 92.40%	18 7.50%		

*In order of % Largest Receiving School (lowest to highest)

Sending Unit Abbreviations: Mdwska=Madawaska

Appendix D, Table 18
Town Tuitioning of Regular Students in Grades 9 - 12
Aroostook County
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Caribou	758	197 25.90%	89 11.70% (Wdlnd)	42 5.50% (NSwdn)	33 4.30% (CnrPlt)
SAD 24	217	18 8.20%	18 8% (Grdlsle)		
Madawaska	313	24 7.60%	24 7.60% (Grdlsle)		
TOTAL:	1288	239 18.50%	131 10.10%	42 3.20%	33 2.50%

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: Grdlsle=Grand Isle; Wdlnd=Woodland; NSwdn= New Sweden; CnrPlt=Connor Plantation

Appendix D, Table 19
Town Tuitioning of Regular Students in Grades 9 - 12
Springfield Region
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Reed Plt.	16	10 53.30% (StephsAc)	6 31.10% (Bcksprt)		
Drew Plt.	5	3 60.00% (SAD 14)	2 40.00% (LeeAc)		
TAR5 Molunkus	11	8 72.70% (SAD 67)	2 18% (EMInckt)	1 9% (LeeAc)	
Orient	13	10 76.90% (SAD 70)	3 23.00% (SAD 14)		
Brookton Plt.	13	10 76.90% (SAD 14)	3 23.00% (LeeAc)		
Carroll Plt.	14	13 92.80% (LeeAc)	1 13.00% (SAD 67)		
SAD 30	114	112 98.20% (LeeAc)	1 <1% (JBapst)	1 <1% (SAD 14)	
1R3TS	12	12 100% (LeeAc)			
TOTAL:	198	178 89.80%	18 9.00%	2 2.00%	

Appendix D, Table 19 - continued

*In order of % Largest Receiving School (lowest to highest)

Receiving School Abbreviations: LeeAc = Lee Academy; EMInckt = East Millinocket; JBapst = John Bapst; Bcksprt=Bucksport

Appendix D, Table 20
Town Tuitioning of Regular Students in Grades 9 - 12
Springfield Region
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
SAD 14	65	29 44.60%	10 15.30% (BrktnPlt)	10 15.30% (ReedPlt)	3 1.00% (3places)
SAD 67	405	14 3.40%	8 1.90% (TAR5 Molunkus)	4 <1% (McwhcPlt)	1 <1% (2places)
SAD 70	225	12 5.30%	10 4.40% (Orient)	2 <1% (9R4 Forest City)	
Subtotal:	695	55 79.10%	28 40.20%	16 23%	4 <1%
PRIVATE:					
Lee Academy	243	243 100%	112 46.00% (SAD 30)	26 10.60% (PlsntPt)	25 10.20% (ERg2Cs)
Total:	938	298 31.70%	140 14.90%	42 4.40%	29 3.00%

*In order of % Largest Receiving School (lowest to highest)

Receiving School Abbreviations: Brktn Plt=Brookton Plantation; Mcwhc Plt=Macwahoc Plt; Crl Plt=Carroll Plt; Kgmn Plt=Kingman Plt; Plsnt Pt= Pleasant Point; ERng2Cs=East Range 2Cs

Appendix D, Table 21
Town Tuitioning of Regular Students in Grades 9 - 12
Rumford Area
Local Resident Pupils Attending Outside Schools

Sending Unit*	Total Pupils	No. & % Largest Receiving School	No. & % Second Largest Receiving School	No. & % Third Largest Receiving School	No. & % Fourth Largest Receiving School
PUBLIC:					
Peru	71	45 63.30% (Rmfrd)	26 36.60% (SAD 21)		
Albany	20	13 65.00% (SAD 44)	6 30.00% (FrybgAc)	1 5.00% (GldAc)	
Milton	12	11 91.60% (Rmfrd)	1 8.30% (SAD 44)		
Hanover	19	15 93.70% (Rmfrd)	4 6.20% (SAD 44)		
Gilead	15	15 100% (SAD 44)			
Mason	5	5 100% (SAD 44)			
Upton	1	1 100% (SAD 44)			
Total:	143	105 73%	37 25.80%	1 <1%	

*In order of % Largest Receiving School (lowest to highest)

Receiving School Abbreviations: Rmfrd=Rumford; FrybgAc=Fryeburg Academy; GldAc=Gould Academy

Appendix D, Table 22
Town Tuitioning of Regular Students in Grades 9 - 12
Rumford Area
Non-Resident Pupils Received

Receiving School*	Total Pupils	No. & % Town Tuitioned Pupils	No. & % Largest Sending Unit	No. & % Second Largest Sending Unit	No. & % Third Largest Sending Unit
PUBLIC:					
Rumford	429	71 16.50%	45 10.40% (Peru)	15 3.40% (Hnvr)	11 2.50% (Mltn)
SAD 44	271	39 13.20%	15 5.50% (Gilead)	13 4.70% (Albany)	5 1.80% (Mason)
SAD 21	321	26 8.00%	26 8.00% (Peru)		
Total:	1021	136 13.30%	86 8%	28 2.70%	16 1.50%

*In order of % Town Tuitioned Pupils (highest to lowest)

Sending Unit Abbreviations: Hnvr = Hanover; Mlton = Milton; Newcstl = Newcastle; Brstl = Bristol; Dmrscta = Damariscotta

Appendix E
Private School Enrollment
State-wide
1989-1990

Private School	Total Enrolled	No. & % Town Tuitioned	No. & % Largest Sending Unit	No. & % Private Tuitioned	No. & % Out of State
Lee Academy	253	253 100%	112 44% (SAD 30)		
Lincoln Ac.	516	515 99.80%	137 26.60% (Brstl)	1 <1%	1 <1%
Foxcroft Ac.	438	437 99.77%	422 96.30% (SAD 68)	1 <1%	
Erskine Ac.	350	349 99.70%	165 47.10% (China)	1 <1%	
George Stevens Ac.	310	308 99.30%	88 28.30% (BluHl)	2 <1%	
Thornton Ac.	823	817 99.20%	738 89.60% (Saco)	6 <1%	
Washington Ac.	293	291 99.30%	218 74.40% (SAD 77)	2 <1%	
Maine Central Institute	452	378 83.63%	376 83.19% (SAD 53)	74 16.37%	62 13.72%
Fryeburg Ac.	498	370 74.20%	360 72.20% (SAD 72)	128 25.70%	114 22.80%

Private	Total	No.& %	No.&%	No.&%	No. &%
John Bapst High School	335	233 69.60%	69 20.60% (Orngtn)	105 31.30%	
Oak Grove Ac.	76	34 44.70%	25 32.80% (Vslbro)	42 55.20%	19 25.00%
Carrabassett Ac.	47	8 17.00%	5 10.60% (CarVle)	39 82.90%	29 61.70%
Hebron Ac.	207	28 13.50%	20 9.60% (Poland)	179 86.40%	99 47.80%
Yarmouth Ac.	133	12 9.20%	5 3.70% (Drhm)	121 90.90%	3 2.20%
Gould Ac.	200	17 8.50%	3 1.50% 3places	183 91.50%	100 50%
Wayneflete Ac.	199	16 8.00%	4 2% (Rymnd)	183 91.90%	1 <1%
Kents Hill	145	9 6.20%	2 1.30% (PtrDna Pt)	136 93.70%	111 76.50%
Berwick Ac.	160	7 4.30%	7 4.30% (Acton)	153 95.60%	103 64.30%
Hyde School	135	1 <1%	1 <1% (Bath)		134 99.20%

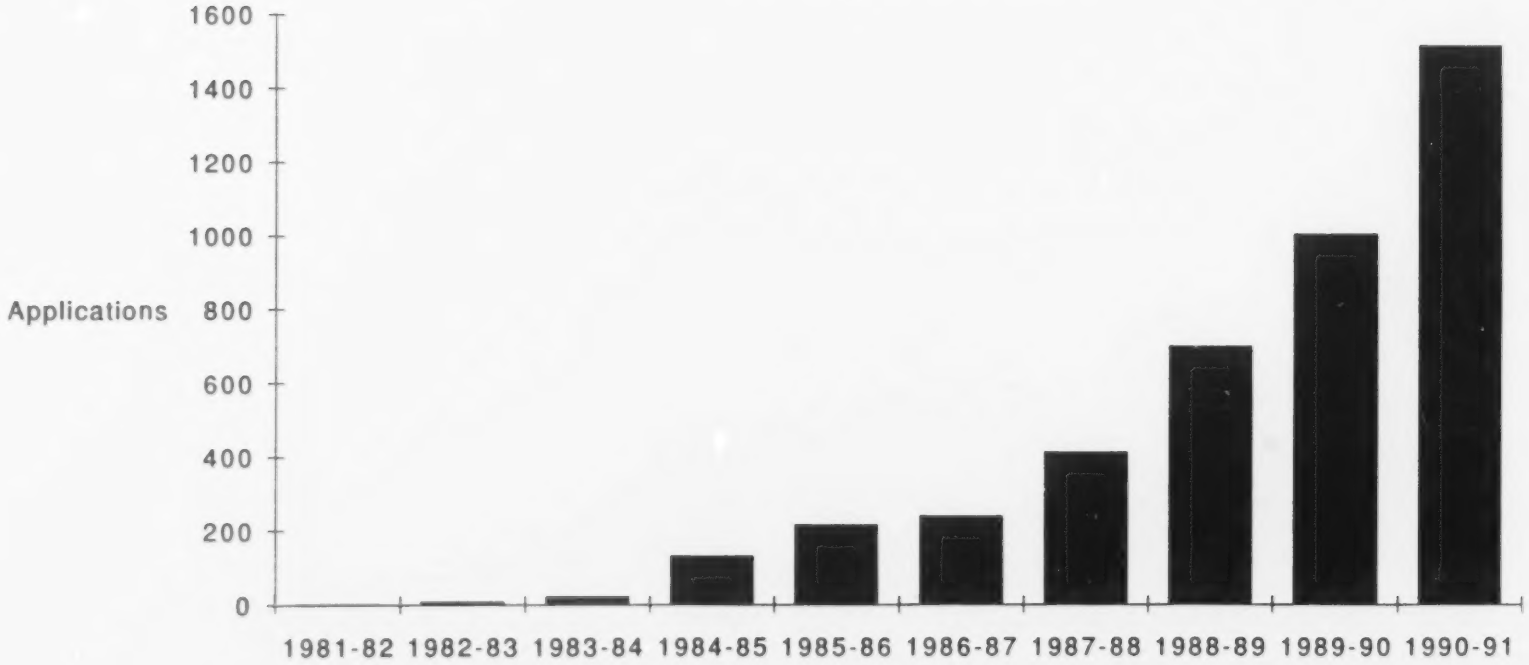
Sending Unit Abbreviations: Brstl=Bristol; BluHl=Blue Hill; Nwcstl=Newcastle; Vslbro=Vassalboro; CarVle=Carrabassett Valley; Drhm=Durham; Rymnd= Raymond; PtrDnaPt=Peter Dana Point; Orngtn-Orrington.
*In order of % Town Tuitioned (highest to lowest)

Appendix F
Approved and Unapproved Private Schools
(Listed in the Maine Educational Directory)
1983/84 to 1989/90

	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Approved - (Non-Sect.)							
elem	25	23	18	18	23	22	24
sec	29	26	25	23	22	24	24
spec	19	16	4	12	5	12	15
Subtotal	**73**	**65**	**47**	**53**	**50**	**58**	**63**
Approved - (Sect.)							
elem	36	32	31	32	30	27	30
sec	19	13	13	13	10	9	10
Subtotal	**55**	**45**	**44**	**45**	**40**	**36**	**40**
Approval Pending (Non-Sect.)							
elem		1	2	3	1	2	0
sec		2	1	2	3	0	0
spec		1	10	2	9	0	0
Subtotal		**4**	**13**	**7**	**13**	**2**	**0**
Approval Pending (Sect.)							
elem		1	3	2	1	2	0
sec		6	2	2	1	0	0
Subtotal		**7**	**5**	**4**	**2**	**2**	**0**
Unapproved (Sect.)		21	57	47	56	51	51
Unapproved (Nonsect.)		2	5	3	5	7	9
Recognition Pending		0	0	7	2	7	4

APPENDIX G

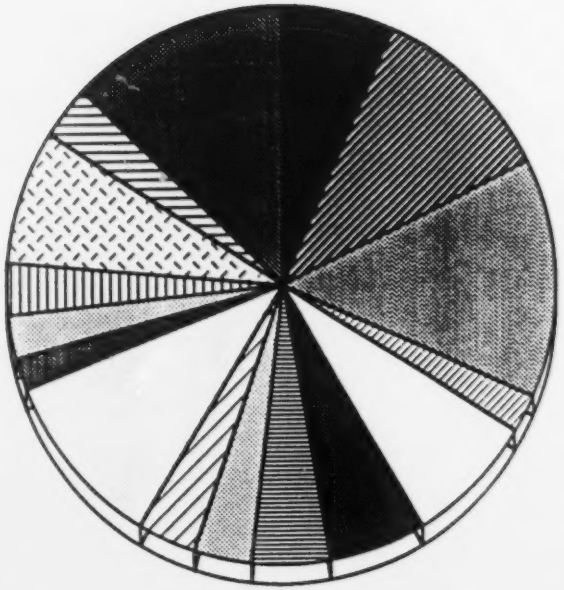
Home Schooling in Maine



Data courtesy of the Maine Department of Education
March, 1991

APPENDIX H

Home Schooling Applications By County 1989-90



County - Number of students

- AROOSTOOK - 67
- ANDROSCOGGIN - 111
- CUMBERLAND - 139
- FRANKLIN - 23
- HANCOCK - 78
- KENNEBEC - 55
- KNOX - 46
- LINCOLN - 33
- OXFORD - 34
- PENOBSCOT - 103
- PISCATAQUIS - 20
- SAGADAHOC - 26
- SOMERSET - 30
- WALDO - 77
- WASHINGTON - 30
- YORK - 122

School Approval Office
Department of Educational and Cultural Services
January 12, 1990

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